REPORT RESUMES

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AN EXPERIMENTAL VOCATIONAL EDUCATION INSTITUTE FOR THE PREPARATION OF TEACHER COORDINATORS OF NEWLY EMERGING HIGH SCHOOL VOCATIONAL PROGRAMS. FINAL REPORT.

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AN 8-WEEK INSTITUTE WAS HELD TO PREPARE SELECTED HIGH SCHOOL TEACHERS TO INITIATE AND DEVELOP VOCATIONAL PROGRAMS. THE PROJECT INCLUDED FOLLOWUP ACTIVITY FOR 1 YEAR TO IDENTIFY THE APPLICATION OF LEARNINGS ACQUIRED IN THE SUMMER INSTITUTE. THE INSTITUTE PROGRAM WAS WELL RECEIVED, AND ITS GENERAL EVALUATION WAS HIGHLY FAVORABLE. IT WAS RECOMMENDED, HOWEVER, THAT SUCH FUTURE TRAINING INSTITUTES BE NO LESS THAN 9 WEEKS IN LENGTH AND INCLUDE AT LEAST 3 WEEKS FOR FIELD STUDY. (GD)

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AN EXPERIMENTAL VOCATIONAL EDUCATION INSTITUTE FOR THE PREPARATION OF TEACHER COORDINATORS OF NEWLY EMERGING HIGH SCHOOL VOCATIONAL PROGRAMS

Office of Education Contract Number OE-5-85-007

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TABLE OF CONTENTS

Page

SECTION I The Problem 1

SECTION II Description 2
- Related Research 3
- Recent Research 5

SECTION III Objectives 6

SECTION IV Procedure 7
- General Design 7
- Population and Sample 7
- Institute Content 9
- Time Schedule 9
- Data and Instrumentation 10
- Analysis 10

SECTION V Analysis of Findings 11
Summer Vocational Education Institute 17
- Pre-Institute Problems of Participants 17
- Post-Institute Concerns of Participants 18
- One Year Follow-Up on Participants Reaction to Institute 19

Critical Incidents During First Year of Vocational Program Development 20
- Critical Incidents Reported 24
- Critical Incidents and High School Size 26
- Critical Incidents and Teaching Experience of Coordinators 26
- Critical Incidents and Occupational Experience of Coordinators 30
- Critical Incidents Compared to City Size 30
- Critical Incidents Compared to Faculty Size 30
- Critical Incidents Compared to Coordination Time 30
- Critical Incidents Compared to Number of Counselors 34
- Critical Incidents Reported by Coordinators by City Size 34
- Critical Incidents Reported by Coordinators by School Size 34
- Critical Incidents Reported by Coordinators by Teaching Experience 39
- Critical Incidents Reported by Coordinators by Occupational Experience 39
- Critical Incidents Reported by Administrators by City Size 39

TABLE OF CONTENTS (Continued)

Page

Critical Incidents Reported by Administrators by School Size 42
Comparison of Critical Incidents Reported 42
Critical Incidents by City Classification 42
Summary of Critical Incident Analysis 46
Critical Requirements 49

SECTION VI Conclusions and Recommendations 53
Conclusions on the Special Summer Institute 53
Recommendations Regarding the Special Summer Institute 53
Conclusions on the First Year Development of Vocational Programs 54
Recommendations Regarding the First Year Development of Vocational Programs 55

BIBLIOGRAPHY 57

APPENDIX A School Environment

APPENDIX B Effective and Ineffective Critical Incidents in the Development of New Vocational Education Programs

APPENDIX C Critical Incident Report Instrument

LIST OF TABLES

TABLE		PAGE
I	Characteristics of Participants	12
II	City Size Versus Vocational Coordinator Characteristic	13
III	Characteristics of the School	14
IV	Content Covered in Special Summer Vocational Education Institute	15
V	Reaction of Participants to One Year Follow-Up of Summer Vocational Education Institute	21
VI	Suggestions and Comments by Participants on Conduct of Institute at One Year Follow-Up	23
VII	Area of Critical Incident as Reported by Each of Four Observer Groups	25
VIII	Effective Versus Ineffective Critical Incidents by Area	27
IX	Relationship of Critical Incidents to High School Size	28
X	Relationship of Critical Incidents to Teaching Experience of Coordinators	29
XI	Relationship of Critical Incidents to Occupational Experience of Coordinators	31
XII	Relationship of Critical Incidents to City Size	32
XIII	Relationship of Critical Incidents to Faculty Size	33
XIV	Relationship of Critical Incidents to Coordination Time	35
XV	Relationship of Critical Incidents to Number of Counselors	36
XVI	Relationship of Critical Incidents Reported by Coordinators by City Size	37
XVII	Relationship of Critical Incidents Reported by Coordinators by School Size	38
XVIII	Relationship of Critical Incidents Reported by Coordinators by Teaching Experience	40

LIST OF TABLES (Continued)

TABLE		PAGE
XIX	Relationship of Critical Incidents Reported by Coordinators by Occupational Experience	41
XX	Relationship of Critical Incidents Reported by Administrators by City Size	43
XXI	Relationship of Critical Incidents Reported by Administrators by School Size	44
XXII	Relationship of Critical Incidents Reported by Administrators and Counselors to Those Reported by Coordinators and Teachers	45
XXIII	Relationship of Critical Incidents Reported by City Classification	47

SECTION I

THE PROBLEM

Vocational education has, in the past few years, assumed a position of greater importance and efforts to provide meaningful occupational education to youth have been accelerated in all segments of the educational structure. The passage of the Vocational Act of 1963 reflected, in many ways, the increased demand for and interest in vocational education. Through the provisions of this legislation a great many new and expanded programs of vocational education became available.

The 1965-1966 school year and the years immediately following will find many high schools initiating new vocational programs. The precise nature of these vocational programs is not known. It is believed, however, because of the intent of the Vocational Education Act of 1963, that these programs will depart from the "traditional" cooperative and laboratory programs developed in most states. They will be broader in scope, will integrate vocational fields, and become a fusion of occupational experience regardless of subject area.

The problem created by new vocational programs has two aspects. The first aspect is that there will be a sudden enlargement of vocational education at the high school level. The continuance of "traditional" vocational education may be a safe expansion, since the operation of these programs has an established pattern. However, this would not meet the needs of a large number of the high school youth. New programs must be created and, hopefully, in a pattern which will advance the cause of vocational education. Thus, new programs will be started and the problem is in part to assure that the pattern they follow will have reasonable chance of success.

The second aspect of the problem is that of properly modifying the vocational teacher-coordinator preparation content for these new programs. Current knowledge regarding vocational education may make an excellent basis from which to start but if the new programs are indeed to be different then teacher-coordinator preparation must also be modified. This modification could best come from the experiences of those who are developing new programs.

It appears that initially teacher-coordinators and programs will have to be developed almost concurrently. If a selected staff were prepared and then followed into their respective schools where observation, consultation and data collection could be carried out, a realistic appraisal of the new program potential could be made. From the experience of these programs the preparation of additional staff and advisement on development of programs could be done with greater confidence. Such information would be valuable to the schools and to states who wish to expand their vocational education efforts.

SECTION II

DESCRIPTION

The anticipation of new and innovative programs of vocational education promoted the study which is reported in this document. The State of Wisconsin served well as a site for the study because of its history of schools for vocational and adult education and the prior absence of state or federally reimbursed vocational education programs at the high school level other than those in agriculture and home economics. The initiation of vocational programs would be a relatively new endeavor for Wisconsin public secondary schools and would be administered and taught by those who had little in the way of "tradition" to influence program development or operation.

The teacher-coordinator preparation program and research follow-up described herein contains four major features.

First, those selected to be teacher-coordinators of vocational programs were asked to devote their entire effort for an eight week institute to learning, analyzing, developing and designing a vocational education program to meet specific local needs.

Second, a portion of the institute period involved actual program development in the community and school where the program was to be offered.

Third, a continuous follow-up was made of each teacher-coordinator prepared in the institute, the programs developed, and the achievements of the students enrolled.

The fourth, the development of a teacher preparation course or program (vocational) based upon actual success or failure experiences of those who have initiated and operated newly emerging vocational programs.

Related Research

The literature and research supports concepts contained in this study but does not reveal prior effort in this area. Conant (3) considers closer cooperation between leaders of vocational education and others concerned with practical courses in high school to be desirable. The desirability of closer relations between local manpower needs and specific capacities and potential of youth is nationally recognized.

Vocational education, particularly cooperative education, has generally been closely meshed with needs of the community. Studies have found that the unemployment rate of youth who had received cooperative training was significantly less than the rate found among youth who had not taken cooperative vocational training (10). Mason (11) found that cooperative students to be favored on such individual factors of performance as responsibility, judgment, and maturity.

Cooperative programs, despite their success, have certain weaknesses. Gradoni (7) found actual operation of cooperative education differed considerably from the claims made for it. Huffman (8) notes that before correlational, comparative, or experimental studies can be carried out much needs to be done in the way of describing vocational programs. Hunt (9) identified six forms of work experience and gives examples of each but operational description is weak and no mention is made of the type of teacher preparation needed for each type.

Peart (12), Yormark (15), Corbman (4) and White (14) dealt with facilities and curriculum in vocational education. Cassady (2), Beaumont (1) and CDTE (5) examined duties of teacher coordinators and other staff personnel. All research reviewed has been concerned with on-going programs and programs operating along traditional patterns. There is little information on new program development for high school levels that clearly fits the focus of this project. The review did not reveal any formal research which analyzed the first year developmental experience of an occupational program or the experience of the teacher-coordinator. Neither did a review reveal studies designed to improve, modify or develop vocational teacher-coordinator preparation courses or programs.

Recent Research

Since the study reported here was initiated (May, 1964) there have been numerous investigative efforts made into programs, institutes, workshops, teacher preparation and other facets of vocational education. Many of these efforts have been made possible through support by the U. S. Office of Education. Several studies have covered some aspects of the concern of this investigation.

Cozine, June Oklahoma State University

Training Program for Teachers and Leaders of Gainful Employment Training Programs in Home Economics. (U.S.O.E. 5-0053)

Ertel, Kenneth University of Idaho

A Conference of Key Small School Administrators of the Northwest to Develop Vocational Education Programs for Small Isolated School Districts. (U.S.O.E. 5-0143)

Fultz, Anna Carol Southern Illinois University

Workshop for the Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service. (U.S.O.E. 5-0015)

Haines, Peter G. Michigan State University

A Developmental Vocational Educational Research and Teacher Education Program Based on a Clinical Concept. (U.S.O.E. 5-0048)

Hollandsworth, Helen Michigan State University

A Proposal to Prepare Teachers and to Develop Instructional Materials for Food Service Occupations. (U.S.O.E. 5-1053)

From what information is known, none of the above efforts deals entirely with concerns similar to this study. Each of the studies reviewed contain certain aspects which have a commonality but the duplication of inquiry is minimal. There would be merit in drawing together the numerous recommendations in these studies and attempting the development of some theoretical constructs which might be tested.

SECTION III

OBJECTIVES

The primary purpose of this study was to determine practices and procedures that could be recommended for the initiation and operation of vocational education programs at the high school level. This included the preparation of selected staff, continuous follow up during the first year of program development, and determination of effective practices. Special emphasis was given those aspects of staff and program development which departed from or were different from the "traditional" vocational programs.

Specific objectives were as follows:

1. To provide for a selected group of twenty potential vocational teacher-coordinators a sequence of experiences, primarily through an institute program, that would permit rapid preparation to staff pilot and developmental vocational programs at the high school level in Wisconsin.
2. To determine through evaluation and planned feedback the most effective techniques for initiating new vocational education programs.
3. To determine the relative emphasis and type of content and learning experiences needed for effective vocational teacher-coordinator preparation.

No hypotheses as such were established as a part of the objectives. However, in the process of attaining the objectives above certain relationships of data were tested statistically.

SECTION IV

PROCEDURE

The procedure included the selection of participants and schools, the content of the institute, the nature of data collection and instrumentation, the analysis of the findings and the time schedule followed in the project.

General Design Selected teachers were enrolled in a special eight week program of instruction at the University of Wisconsin during the summer of 1965. The institute content dealt with the organization and operation of vocational education programs. Three weeks of the institute were spent by the participants in their home communities doing field work, projects, and other activities necessary to the establishment of new vocational education programs. During the 1965-1966 school year data was assembled on the nature of program development, types of programs developed, practices and techniques used and the effectiveness of various approaches. The data was tabulated, compiled and analyzed. Critical incident reports were collected, categorized, and then analyzed using the Chi-square statistic.

Population and Sample The following criteria was used to select the participant and the school which cooperated in this project.

Participants selected for the institute program met the following criteria:

1. Were currently certified to teach in the subject area(s) they plan to serve through a vocational program.
2. Showed by their application, personal interview, and recommendation of school officials, evidence of personal and professional characteristics believed necessary for potential success as a vocational program coordinator.
3. Agreed to complete all reports, evaluations and observations associated with this study.

Schools selected to participate in the study met the following criteria:

1. Were approved by the State Department of Public Instruction to operate a pilot or developmental vocational education program during 1965-1966.
2. Identified as their vocational coordinator a person who would meet the participant criteria above.
3. Maintained such records and collected such data as necessary for proper evaluation and analysis of the vocational program initiated.

The distribution of the participants by community size permitted selection of the participants and schools as follows:

5 participants from Major Metropolitan areas (population 80,000 or greater)

6 participants from Minor Metropolitan areas (population 30,000 to 79,999)

5 participants from Major Urban Rural areas (population 5,000 to 29,999)

4 participants from Minor Urban Rural areas (population 4,999 or lower)

Institute Content The eight week vocational education institute consisted of 5 weeks on campus classroom instruction and three weeks of field work in the participants home community. Content of the campus work included that which is normally a part of the course "Organization and Operation of Vocational Programs." The following major topics were covered:

- Fundamental Consideration for Vocational Programs
- Development of Vocational Programs
- Selection and Placement of Students
- Development of Occupational Experiences
- Operational Phases of the Program
- Instruction and Coordinating Activities
- Evaluation and Program Improvement

The above topics received a total of sixty-eight & three-quarter hours of classroom formal, group, instruction time. An additional twenty-three hours were spent in organized small group discussion on projects, problems and supervised developmental work. Many projects assigned during the classroom phase were carried out during the three week field experience in the community in which the program was being initiated.

Time Schedule This project involved four related phases. Phase one involved the identification and selection of participants and schools. This work was completed from April 8, 1965 to June 14, 1965.

Phase two was the actual conduct of the eight week vocational institute program including field work. This phase covered June 15, 1965 to August 31, 1965. Specifically the institute was from June 22, to August 21, 1965.

Phase three was the year long follow up which included continuous data collection as well as terminal data collection in April and May of 1966. The period of phase three was from September 1, 1965 to May 31, 1966.

Phase four was the analysis of data and the preparation of final written report. The period of phase four was from June 1, 1966 to November 30, 1966.

Data and Instrumentation The following schedules, measures and reactions were obtained from the participants or the schools during the project.

1. Application form from the participant.
2. Application form from the school.
3. Structure interviews at end of the summer institute.
4. Structure interviews at end of the 1965-1966 school year.
5. Weekly progress and planning reports from participants.
6. Critical incident reports at end of year from vocational coordinator, administrator, guidance counselor, and vocational teacher.
7. Descriptive data on each school and community.

Analysis Progress and planning reports and structured interviews were analyzed through tabulation and arrangement by frequency of response. The critical incident reports were arranged into categories and the Chi-square statistic was used to test significance of several relationships in the patterns of the critical incidents. Critical incidents were grouped into critical requirement statements. Criteria for a critical requirement statement was that a given incident had to be reported at least five times and from at least three different schools. A computor program was prepared to provide both the Chi-square value for each relationship tested as well as the coefficient of contingency.

SECTION V

ANALYSIS OF FINDINGS

The findings of this project have been grouped into two major categories. The first category deals with the reactions and evaluations relative to the summer vocational education institute. The second category relates to the follow-up activities on problems and concerns of initiating and developing new vocational programs during the 1965-1966 school year. From these findings conclusions and recommendations are made in Section VI regarding the curriculum content and procedure for preparing vocational coordinators.

The participants selected for the summer institute and the follow-up during the 1965-1966 school year had a wide range of teaching and occupational experience. This data, along with amount of coordination time during 1965-1966 school year, is given in Table I. Table II presents the same information in summary form by city size in which the school and participant were located. Table III provides a description of the school in which new vocational programs were developed in connection with this project. Detail on each school and city is given in Appendix A.

Liason was maintained with the vocational supervisory staff of the State Department of Public Instruction throughout the selection process, conduct of the institute, and follow up activities during the 1965-66 school year. Staff from the Wisconsin State Board of Vocational, Technical, and Adult Education provided assistance and consultative services in planning and conducting the summer institute.

TABLE I

CHARACTERISTICS OF PARTICIPANTS
(Local Vocational Coordinators)

School	Teaching Experience	Occupational Experience	Coordination Time per day (1965-1966)
Major-Metropolitan Areas			
Milwaukee-Marshall	1 year	2.5	2:15 (Hrs-Min)
Milwaukee-Pulaski	16	2:25	2:15
Milwaukee-South	0	1.5	2:15
Milwaukee-West	0	1	2:15
Monona	7	2	2:45
Minor-Metropolitan Areas			
Appleton	11	2	3:45
Eau Claire	33	6	1:00
Green Bay	7	2	4:00
Oshkosh	22	2	4:30
Superior	25	3	2:45
Wausau	1	4	2:45
Major Urban-Rural Areas			
Beaver Dam	4	1	2:45
Menomonie	1	7	2:45
Oconomowoc	21	5	4:00
Plymouth	22	5	2:45
Wisconsin Rapids	5	1	3:45
Minor Urban-Rural Areas			
Horicon	8	2	1:45
Hurley	17	2	2:45
St. Croix Falls	14	2	2:00
Spooner	13	1	1:45

TABLE II

CITY SIZE VS LOCAL VOCATIONAL COORDINATOR CHARACTERISTIC

City Classification	Teaching Experience (Average)	Occupational Experience (Average)	Coordination Time Per Day (1965-1966) (Average in hrs-min)
Major Metropolitan Area (Pop. 80,000 and larger)	4.8 yrs	1.85 yrs	2:21
Minor Metropolitan Area (Pop. 30,000 to 79,999)	16.5 yrs	3.16 yrs	3:08
Major Urban-Rural Area (Pop. 5,000 to 29,999)	10.6 yrs	3.8 yrs	3:12
Minor Urban-Rural Area (Pop. 4,999 and smaller)	15.25 yrs	2.75 yrs	2:04

TABLE III

CHARACTERISTICS OF THE SCHOOL

School	City Population	School Enrollment	Number of Faculty	Number of Counselors
Major-Metropolitan Areas				
Milwaukee-Marshall	800,000	3,300	140	7
Milwaukee-Pulaski	800,000	1,500	70	0
Milwaukee-South	800,000	3,000	130	9
Milwaukee-West	800,000	2,200	84	5
Monona	8,178	940	55	5
Minor-Metropolitan Areas				
Appleton	48,411	2,032	82	2
Eau Claire	38,000	1,700	80	5
Green Bay	62,888	850	52	2
Oshkosh	45,110	2,300	109	5
Superior	33,565	1,660	75	4
Wausau	31,943	2,123	89	4
Major Urban-Rural Areas				
Beaver Dam	13,500	900	45	2
Menomonie	8,624	712	37	1
Oconomowoc	6,682	1,486	72	4
Plymouth	5,128	794	45	3
Wisconsin Rapids	15,042	1,884	83	4
Minor Urban-Rural Areas				
Horicon	2,996	361	24	1
Hurley	2,763	432	28	1
St. Croix Falls	1,500	330	20	1
Spooner	2,600	525	36	2

TABLE IV

CONTENT COVERED IN SPECIAL SUMMER VOCATIONAL EDUCATION INSTITUTE

Unit and Topics		Time	Per cent
UNIT I:	FUNDAMENTAL CONSIDERATIONS	11 hrs	12.0
Hrs.			
½	Historical development of vocational programs		
½	Types of work experience programs in American secondary schools		
½	Basic requirements for programs		
½	Important outcomes of cooperative programs		
1½	Objectives and goals of cooperative education		
½	Federal - state - local school relationships		
7	Vocational Education Services in Wisconsin		
UNIT II:	DEVELOPMENTAL PHASE OF THE PROGRAM	7 hrs	7.6
2	Determining community needs		
½	Curriculum patterns for various sizes of schools and communities		
1	Education facilities in the school		
1½	The Advisory committee		
1	Advance planning in the community		
1	Preliminary promotion and publicity		
UNIT III:	SELECTION AND PLACEMENT OF STUDENT LEARNERS	11 hrs	12.0
1¼	Qualifications of potential vocational students		
1½	Determining qualifications of applicants		
1	Testing and counseling procedures in selection		
½	Establishing home contacts		
3/4	Contacting business firms		
½	Qualifications of sponsoring businesses		
1	Placing trainees with cooperating firms		
1¼	Employment regulations and minimum wages		
3/4	Setting up schedules of increasing responsibility		
2½	State Employment Services		
UNIT IV:	OPERATIONAL PHASES OF THE PROGRAM	18 hrs	19.6
1	Orientation of the cooperative student learner		
3/4	Instructional program planning		
3½	Public relations activities		
½	Weekly and monthly planning calendar		
1	Reports and evaluations by sponsors		
3/4	Coordinators reports and records		
1	Working with the advisory committee		
1	Working with the club program		
½	Preparing the annual report		
8	Field study planning		

TABLE IV CONTINUED

CONTENT COVERED IN SPECIAL SUMMER VOCATIONAL EDUCATION INSTITUTE

Unit and Topic		Time	Per cent
UNIT V:	COORDINATION	8½	9.0
1½	The coordinator's time schedule		
2	Developing on-the-job sponsors		
1½	Supervising on-the-job experiences		
3/4	Adapting instruction to student learner's needs		
1½	Other facets of coordination		
1	Coordination problems		
UNIT VI:	EVALUATION OF THE VOCATIONAL PROGRAM	5½	6.0
2	Standards required of the school a. Curriculum b. Facilities c. Staff		
2	Standards required of the coordinator a. Professional b. Technical c. Personal		
½	Standards required of the students		
½	Standards required of cooperating businesses		
½	Cooperation of local, state and federal agencies		
SPECIAL PROGRAMS (POVERTY AND ADULT EDUCATION)		8	8.7
SMALL GROUP WORK ON PROJECTS		23	25.1
TOTAL		91 3/4	100%

Summer Vocational Education Institute

The summer institute was designed to provide the selected participants basic knowledge about the organization and operation of vocational education programs at the high school level. The content covered and time on each topic is shown in Table IV. The first part of the institute, June 22 to July 16, a period of four weeks, was spent on the campus of the University of Wisconsin. The daily schedule provided for independent work, small group work, and full class participation in formal instruction. The next part of the institute, July 19 to August 6, a period of three weeks, was spent by each participant in his or her home community working on projects and conducting field work necessary for the vocational program being developed. The final part of the institute, August 9 to August 13, a period of one week, was again spent on the campus of the University of Wisconsin using the same format as the first four weeks.

Pre-Institute Problems of Participants The concerns, problems and awareness of participants regarding vocational education was appraised by the institute staff after the initial meetings of the total group. This early measure of the group's comprehension of vocational education served as a guide to the approach made to many of the topics that were presented. The following seven points represent an overall appraisal of the problems and concerns brought by the participants to the vocational education institute.

1. Lack of common understanding between school administration and local coordinator as to plans, objectives, and depth of local program.

2. Inability to visualize magnitude of vocational programs and responsibilities entailed through their respective position to the total and specific program.
3. Did not possess a clear definition as to what authority was attached to the position of vocational coordinator.
4. Failure to coordinate with administration as to scheduling courses and staff time to facilitate the operation of an acceptable program.
5. Not aware of difference in "vocational approach" and conventional classroom subject approach as related to instruction and student-teacher relationships.
6. Inability to recognize that many forms of vocational programs will be necessary to fill the needs of all students acceptable to some specific program.
7. Little appreciation of standards as related to qualifications for a student to gain entry into a specific vocational program.

Post-Institute Concerns of Participants On the final day of the eight week institute the participants were asked to list some of their concerns regarding the development of vocational education programs. At this point they had completed all instruction, spent three weeks in field activity, and had made some initial progress in program development for their respective schools. It would seem that these items had been inadequately treated in the institute or were of a nature that instructional treatment alone was not appropriate. These concerns have been classified as operational or administrative but are not mutually exclusive.

Operational concerns:

1. Adequate funds to continue vocational programs
2. Sequence of courses and curriculum content
3. Facilities - providing adequate facilities, determining what is needed, providing conference rooms, office for coordinator
4. Securing new equipment and replacing equipment when government retains interest
5. Testing program - new tests - tests at earlier stage of educational development.

6. Selection of students, placement after graduation
7. Providing insurance if it is necessary to and from job
8. Reports and other forms need more description and clarification
9. Teacher certification - sufficient supply of qualified coordinators and teachers
10. Orientation for all students, faculty, parents and community

Administrative concerns:

1. Budgeting - calendar year versus fiscal, financial responsibilities of the district
2. Forms required for State Department of Public Instruction
3. Coordinator time and salary, extended time and wages for coordination
4. Selling academically minded people concerning vocational education
5. Changing the image of vocational education, schools acceptance of vocational education
6. Long range plan for vocational education
7. Line of responsibility
8. Follow-up studies and evaluation of vocational program

One Year Follow-Up on Participants Reaction to Institute During the months of April and May of 1966 a structured interview was conducted with each participant. Each participant was asked the following questions.

1. Which of the topics covered in the 1965 Summer Institute has proven to be of most help to you during the current year in the planning and developing of your vocational programs?

2. Which of the topics has contributed the least to your programs planning and development?

3. What additional topics do you think should have been included in the summer program?

4. Do you have any suggestions or comments regarding the schedules, the presentations of the various topics, or conduct of the summer institute?

5. What activities or projects of the summer institute do you think were most beneficial in preparing you to direct and supervise a vocational education program?

The answers to these questions were spontaneous as no framework or schedule was provided. Participants were not given or allowed to refer to any outlines or materials from the institute. The topics and comments had to come from unaided recall of what had been helpful or important to them.

Table V shows the responses to Questions 1, 2, 4 and 5. Response to Question 4 did not provide any additional new items but indicated areas in which more coverage was desired. These areas are indicated in column 4 of Table V. Table VI shows the suggestions and comments on the conduct of the institute.

Critical Incidents During First Year of Vocational Program Development

During the 1965-1966 school year continuous appraisal was made of the concerns and problems faced by each of the participants as they developed new vocational education programs. Copies of weekly planning and progress reports were reviewed by the investigative staff and notations made of concerns that appeared relevant to the content covered in the summer institute. A total of 700 such reports were filed during the school year. The dispersion of comments and activities was extensive and no single specific concern reoccurred with any high frequency. General observations on the nature of concerns reported are summarized as follows.

1. The time allowed the vocational coordinator to develop and operate a vocational program was generally underestimated and not sufficient to permit effective performance of duties necessary.

2. The effective organization of the vocational program within a given school system is highly dependent upon:
   a. Presence of adequate facilities and equipment
   b. Clearly designated relationship to other programs and curriculums in the school

TABLE V

REACTION OF PARTICIPANTS TO ONE YEAR FOLLOW UP OF SUMMER VOCATIONAL EDUCATION INSTITUTE

UNITS AND TOPICS	MOST HELP IN PLANNING* (1)	LEAST HELP IN PLANNING* (2)	MOST HELP IN DIRECTING* (3)	ADDITIONAL COVERAGE DESIRED* (4)
I - FUNDAMENTAL CONSIDERATION	(6%)	(0%)	(0%)	(0%)
Understanding vocational ed.	1			
Place of voc. ed. in high school	1			
II - DEVELOPMENTAL PHASE OF PROGRAMS	(49%)	(25.5%)	(17%)	(35%)
Advisory committees	6		3	1
Cooperative Programs	5	4		
Project method				2
Planning and developing	3		1	
Community need and survey	3			
Curriculum patterns				4
Alternative plans				1
Facilities			1	
III - SELECTION AND PLACEMENT	(0%)	(6%)	(0%)	(4%)
Guidance		1		
Screening				1
IV - OPERATIONAL PHASE OF PROGRAMS	(18%)	(31%)	(23%)	(9%)
Public relations	5	1	5	
Administrative communication	1			
Club information		3	1	
Testing of cooperative students				1
Forms and reports for SDPI		1	1	1
V - COORDINATION	(9%)	(6%)	(3%)	(9%)
Coordination calls	2			
Checklist for coordinators		1		
Use of time				1
Weekly planning calendars	1		1	
Individual differences (students)				1

TABLE V (Continued)

REACTION OF PARTICIPANTS TO ONE YEAR FOLLOW UP OF SUMMER VOCATIONAL EDUCATION INSTITUTE

UNITS AND TOPICS	MOST HELP IN PLANNING* (1)	LEAST HELP IN PLANNING* (2)	MOST HELP IN DIRECTING* (3)	ADDITIONAL COVERAGE DESIRED* (4)
VI - EVALUATION OF PROGRAM	(12%)	(6%)	(7%)	(13%)
Follow up studies	1			
Establishing standards	1		1	
Questions of critics	1			
Evaluation procedures		1		
Reports and forms	1		1	2
Role of coordinator				1
SUPPLEMENTAL ACTIVITIES	(6%)	(25.5%)	(50%)	(30%)
Field Study (3 weeks)	1		3	1
Outside speakers	1	3		1
Class Projects		1	8	1
Staffing and certification				1
Inservice training				1
Guidelines for business firms				1
Project notebook			1	
Handout material			3	
Instructional materials				1
TOTAL	34	16	30	23

* For each unit the percentage of reactions for that unit are given. The actual frequency of reaction is tabulated within each unit specifically by topic.

TABLE VI

SUGGESTIONS AND COMMENTS BY PARTICIPANTS ON CONDUCT OF INSTITUTE AT ONE YEAR FOLLOW UP

Suggestions or Comments	Number
Scheduling	
(a) Handled well	4
(b) Start earlier	2
(c) Sessions too long	2
(d) Participants should stay at same place	1
(e) Like 3 weeks at home	1
(f) More time for technical, industrial, & office education programs	1
(g) More brain-storming sessions	1
(h) Allow time for working of projects in class	1
(i) Too much lecture time	1
Procedural	
(a) Small groups with like interests	1
(b) How different areas can work together	1
(c) Class discussions rambled	1
(d) Have field trips to different businesses	1
(e) Do research & write up reports	1
Instructional	
(a) More on project method	1
(b) More time on curriculum patterns	1
(c) How to reach counselors	1
(d) More time on typical problems encountered	1
(e) What they are doing in other states	1
TOTAL	24

3. The ability of the vocational coordinator to effectively communicate the nature and philosophy of the vocational program to the various publics of the school and community appears to be a major variable in effectiveness and efficiency of overall program development and growth.

Terminal data collection on vocational program development using the critical incident technique had been planned. This became particularly important inasmuch as the continuous year long follow-up of institute participants and new programs produced only grossly generalizable data.

Critical Incidents Reported The data for this portion of the study was received in the form of critical incident reports. Samples of the instrument and references to the critical incident research technique are provided in Appendix C. There were 303 critical incident reports submitted by 20 administrators, 21 vocational teachers, 20 counselors and 20 local vocational coordinators (institute participants). The critical incident reports were coded, checked for usability, the critical behavior identified by a reader and then verified by a second reader, the incident was then classified into one of the seven categories and again verified by a second reader. At this point the critical incident, with complete code and classification, was key punched into a card for computor analysis. The critical incidents with explanatory code are given in Appendix B.

Of the 304 critical incidents reported 224 were judged effective and 52 ineffective by the respondents. There were 27 incidents on which no action was reported. The area of critical incidents as reported by each of the four observer groups is shown in Table VII. The computed Chi-square for Table VII is 73.39. Chi-square with 18 degrees of freedom at the .01 level of significance is 34.81; thus, it cannot be presumed the patterns of the incidents reported by the four observer groups is similar. Examination

TABLE VII
AREA OF CRITICAL INCIDENTS AS REPORTED BY EACH OF FOUR OBSERVER GROUPS

AREA OF CRITICAL INCIDENTS	OBSERVER GROUP				TOTAL
	TEACHER	ADMINISTRATOR	COUNSELOR	LOCAL VOCATIONAL COORDINATOR	
Organization of Program	3 (19.40%)	20 (32.26%)	3 (5.36%)	16 (17.58%)	52 (18.84%)
Public Information and Relations	4 (5.97%)	5 (8.06%)	2 (3.57%)	14 (15.38%)	25 (9.06%)
Operation of Program	14 (20.90%)	9 (14.52%)	1 (1.79%)	9 (9.89%)	33 (11.96%)
Staff Relationships	10 (14.93%)	5 (8.06%)	5 (8.93%)	13 (14.29%)	33 (11.96%)
Coordination	6 (8.96%)	8 (12.90%)	2 (3.57%)	14 (15.38%)	30 (10.87%)
Curriculum Planning and Development	5 (7.46%)	4 (6.45%)	3 (5.36%)	6 (6.59%)	18 (6.52%)
Student Selection, Guidance and Placement	15 (22.39%)	11 (17.74%)	40 (71.43%)	19 (20.88%)	85 (30.80%)
TOTAL	67 (100.00%)	62 (100.00%)	56 (100.00%)	91 (100.00%)	276 (100.00%)

Chi-Square = 73.39 Coefficient of Contingency = .4578

of Table VII reveals that each observer group reported in areas which they would be most directly concerned. The counselor's, for example, reported 71.43% of their critical incidents in the area of Student Selection, Guidance and Placement.

Table VIII presents the effective and ineffective critical incidents by area. The computed Chi-square for this table is 6.55. Chi-square with 6 degrees of freedom at the .01 level of significance is 16.81; thus, the proposition that the distribution of effective and ineffective behaviors is similar would not be rejected.

Critical Incidents and High School Size The 20 schools in which new vocational programs were being initiated by the summer institute participants were dichotomized into larger schools and smaller schools on basis of high school enrollment. The distribution of the critical incidents reported from these two classifications is shown in Table IX. The computed Chi-square for this table is 18.26. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the proposition that the distribution of critical incidents reported from the two sizes of schools is similar would be rejected.

Critical Incidents and Teaching Experience of Coordinators The coordinators, the participants in the summer institute, were divided according to most and least amount of teaching experience. The most experience group had ten or more years of teaching experience. Table X gives the distribution of critical incidents reported by this grouping of coordinators. The computed Chi-square for Table X is 10.08. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the similarity of the distribution of critical incidents reported by the two groups would not be rejected.

TABLE VIII
EFFECTIVE VS INEFFECTIVE CRITICAL INCIDENTS BY AREA

AREA OF CRITICAL INCIDENTS	EFFECTIVE	INEFFECTIVE	TOTAL
Organization of Program	43 (19.20%) (15.58%)	9 (17.31%) (3.26%)	52 (18.84%)
Public Information and Relation	23 (10.27%) (8.33%)	2 (3.85%) (0.72%)	25 (9.06%)
Operation of Program	26 (11.61%) (9.42%)	7 (13.46%) (2.54%)	33 (11.96%)
Staff Relationships	26 (11.61%) (9.42%)	7 (13.46%) (2.54%)	33 (11.96%)
Coordination	27 (12.05%) (9.78%)	3 (5.77%) (1.09%)	30 (10.87%)
Curriculum Planning and Development	12 (5.36%) (4.34%)	6 (11.54%) (2.17%)	18 (6.52%)
Student Selection, Guidance & Placement	67 (29.91%) (24.28%)	18 (34.62%) (6.52%)	85 (30.80%)
TOTAL	224 (100.00%) (81.16%)	52 (100.00%) (18.84%)	276 (100.00%)

Chi-Square = 6.55

Coefficient of Contingency = .1522

TABLE IX
RELATIONSHIP OF CRITICAL INCIDENTS TO HIGH SCHOOL SIZE

AREA OF CRITICAL INCIDENTS	HIGH SCHOOL ENROLLMENT		TOTAL
	LARGEST* SCHOOLS (10)	SMALLER SCHOOLS (10)	
Organization of Program	38 (24.52%)	14 (11.57%)	52 (18.84%)
Public Information and Relations	19 (12.26%)	6 (4.96%)	25 (9.06%)
Operation of Program	14 (9.03%)	19 (15.70%)	33 (11.96%)
Staff Relationships	18 (11.61%)	15 (12.40%)	33 (11.96%)
Coordination	11 (7.10%)	19 (15.70%)	30 (10.87%)
Curriculum Planning and Development	8 (5.16%)	10 (8.26%)	18 (6.52%)
Student Selections Guidance & Placement	47 (30.32%)	38 (31.40%)	85 (30.80%)
TOTAL	155 (100.00%)	121 (100.00%)	276 (100.00%)

*Those schools with an enrollment of 1500 students of more.

Chi-Square = 18.26 Coefficient of Contingency = .249

TABLE X
RELATIONSHIP OF CRITICAL INCIDENTS TO TEACHING EXPERIENCE OF COORDINATORS

AREA OF CRITICAL INCIDENTS	TEACHING EXPERIENCE		TOTAL
	COORDINATORS WITH MOST*(10)	COORDINATORS WITH LEAST (10)	
Organization of Program	32 (22.22%)	20 (15.15%)	52 (18.84%)
Public Information and Relations	9 (6.25%)	16 (12.12%)	25 (9.06%)
Operation of Program	19 (13.19%)	14 (10.61%)	33 (11.96%)
Staff Relationships	21 (14.58%)	12 (9.09%)	33 (11.96%)
Coordination	13 (9.03%)	17 (12.88%)	30 (10.87%)
Curriculum Planning and Development	6 (4.17%)	12 (9.09%)	18 (6.52%)
Student Selection Guidance & Placement	44 (30.56%)	41 (31.06%)	85 (30.80%)
TOTAL	144 (100.00%)	132 (100.00%)	276 (100.00%)

*Those with ten (10) years or more teaching experience

Chi-Square = 10.08 Coefficient of Contingency = .1876

Critical Incidents and Occupational Experience of Coordinators The coordinators were divided according to the most and least amount of occupational experience. These with the most experience had two or more years of occupational experience. Table XI gives the distribution of critical incidents reported by this grouping of coordinators. The computed Chi-square for Table XI is 11.31. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the idea that the distribution of critical incidents reported by the two groups is similar would not be rejected.

Critical Incidents Compared to City Size The critical incidents reported by the four observer groups from the larger cities (populations exceeding 30,000 people) were compared with the critical incidents reported by the four observer groups in the smaller cities. Table XII shows this distribution. The computed Chi-square for Table XII is 10.87. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the similarities of distribution of critical incidents by city size would not be rejected.

Critical Incidents Compared to Faculty Size The participating schools were divided according to larger and smaller faculties. The larger faculties were the ten schools having faculties exceeding 70 members. Table XIII shows the distribution of critical incidents as reported by the observers. The computed Chi-square for Table XIII is 18.76. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the proposition that similar patterns of critical incidents are reported from schools with large and small faculties would be rejected. Organization of the program generated more reports in the schools with larger faculties. Schools with smaller faculties reported more incidents in operation and coordination.

Critical Incidents Compared to Coordination Time Schools providing the most amount of time were compared with those providing least time. The

TABLE XI
RELATIONSHIP OF CRITICAL INCIDENTS TO OCCUPATIONAL EXPERIENCE OF COORDINATORS

AREA OF CRITICAL INCIDENTS	OCCUPATIONAL EXPERIENCE		TOTAL
	COORDINATORS WITH MOST* (8)	COORDINATORS WITH LEAST (12)	
Organization of Program	25 (20.83%)	27 (17.31%)	52 (18.84%)
Public Information and Relations	8 (6.67%)	17 (10.90%)	25 (9.06%)
Operation of Program	16 (13.33%)	17 (10.90%)	33 (11.96%)
Staff Relationships	15 (12.50%)	18 (11.54%)	33 (11.96%)
Coordination	7 (5.83%)	23 (14.74%)	30 (10.87%)
Curriculum Planning and Development	5 (4.17%)	13 (8.33%)	18 (6.52%)
Student Selection Guidance & Placement	44 (36.67%)	41 (26.28%)	85 (30.80%)
TOTAL	120 (100.00%)	156 (100.00%)	276 (100.00%)

*Those whose occupational experience exceeds two (2) years.

Chi-Square = 11.31 Coefficient of Contingency = .1984

TABLE XII
RELATIONSHIP OF CRITICAL INCIDENTS TO CITY SIZE

AREA OF CRITICAL INCIDENTS	CITY SIZE		TOTAL
	SCHOOLS IN LARGEST CITIES* (10)	SCHOOLS IN SMALLER CITIES (10)	
Organization of Program	34 (23.13%)	18 (13.95%)	52 (18.84%)
Public Information and Relations	12 (8.16%)	13 (10.08%)	25 (9.06%)
Operation of Program	15 (10.20%)	18 (13.95%)	33 (11.96%)
Staff Relationships	16 (10.88%)	17 (13.18%)	33 (11.96%)
Coordination	10 (6.80%)	20 (15.50%)	30 (10.87%)
Curriculum Planning and Development	9 (6.12%)	9 (6.98%)	18 (6.52%)
Student Selection, Guidance & Placement	51 (34.69%)	34 (26.36%)	85 (30.80%)
TOTAL	147 (100.00%)	129 (100.00%)	276 (100.00%)

*Cities with populations exceeding 30,000 people

Chi-Square = 10.87 Coefficient of Contingency = .1946

TABLE XIII
RELATIONSHIP OF CRITICAL INCIDENTS TO FACULTY SIZE

AREA OF CRITICAL INCIDENTS	FACULTY SIZE		TOTAL
	SCHOOLS WITH LARGEST FACULTIES* (10)	SCHOOLS WITH SMALLER FACULTIES (10)	
Organization of Program	38 (24.84%)	14 (11.38%)	52 (18.84%)
Public Information and Relations	17 (11.11%)	8 (6.50%)	25 (9.06%)
Operation of Program	13 (8.50%)	20 (16.26%)	33 (11.96%)
Staff Relationships	20 (13.07%)	13 (10.57%)	33 (11.96%)
Coordination	10 (6.54%)	20 (16.26%)	30 (10.87%)
Curriculum Planning and Development	8 (5.23%)	10 (8.13%)	18 (6.52%)
Student Selection, Guidance & Placement	47 (30.72%)	38 (30.89%)	85 (30.80%)
TOTAL	153 (100.00%)	123 (100.00%)	276 (100.00%)

*Schools in which the number of faculty exceeds 70.

Chi-Square = 18.76 Coefficient of Contingency = .2522

distribution of critical incidents arranged by this categorization is shown in Table XIV. The computed Chi-square for Table XIV is 21.38. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the distribution of critical incidents when made by most and least amount of coordination time would be held not to be similar. Those with the most time for coordination had more incidents in the area of organization of program, public information, curriculum planning, and staff relationships. Those with least amount of time had more incidents in all other areas but varied particularly in operation of program.

Critical Incidents Compared to Number of Counselors The schools were divided into those with the most and least number of counselors. This distribution is shown in Table XV. The computed Chi-square for Table XV is 5.15. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, similar distribution of critical incidents reported when compared by number of counselors in the schools would not be rejected.

Critical Incidents Reported by Coordinators by City Size The critical incidents reported by coordinators were divided according to the size of city in which the coordinator worked. This distribution is shown in Table XVI. The computed Chi-square for Table XVI is 5.55. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the proposition that the areas of critical incidents reported by coordinators working in large and small cities are similar would not be rejected.

Critical Incidents Reported by Coordinators by School Size Table IX presented the distributions of critical incidents reported by all four observer groups as divided by large and small schools. Those distributions were held not to be similar. Table XVII has a distribution using only the critical reports of the coordinators. The computed Chi-square for Table

TABLE XIV
RELATIONSHIP OF CRITICAL INCIDENTS TO COORDINATION TIME

AREA OF CRITICAL INCIDENTS	COORDINATION TIME		TOTAL
	SCHOOLS WITH MOST TIME*(12)	SCHOOLS WITH LEAST TIME (8)	
Organization of Program	42 (23.33%)	10 (10.42%)	52 (18.84%)
Public Information and Relations	19 (10.56%)	6 (6.25%)	25 (9.06%)
Operation of Program	15 (8.33%)	18 (18.75%)	33 (11.96%)
Staff Relationships	25 (13.89%)	8 (8.33%)	33 (11.96%)
Coordination	17 (9.44%)	13 (13.54%)	30 (10.87%)
Curriculum Planning and Development	15 (8.33%)	3 (3.13%)	18 (6.52%)
Student Selection, Guidance & Placement	47 (26.11%)	38 (39.58%)	85 (30.80%)
TOTAL	180 (100.00%)	96 (100.00%)	276 (100.00%)

*Schools permitting 2:45 hours or more coordination time per day.

Chi-Square = 21.38   Coefficient of Contingency = .2681

TABLE XV
RELATIONSHIP OF CRITICAL INCIDENTS TO NUMBER OF COUNSELORS

AREA OF CRITICAL INCIDENTS	FULL-TIME COUNSELORS		TOTAL
	SCHOOLS WITH MOST* (10)	SCHOOLS WITH LEAST (10)	
Organization of Program	27 (18.88%)	25 (18.80%)	52 (18.84%)
Public Information and Relations	16 (11.19%)	9 (6.77%)	25 (9.06%)
Operation of Program	13 (9.09%)	20 (15.04%)	33 (11.96%)
Staff Relationships	15 (10.49%)	18 (13.53%)	33 (11.96%)
Coordination	17 (11.89%)	13 (9.77%)	30 (10.87%)
Curriculum Planning and Development	8 (5.59%)	10 (7.52%)	18 (6.52%)
Student Selection, Guidance & Placement	47 (32.87%)	38 (28.57%)	85 (30.80%)
TOTAL	143 (100.00%)	133 (100.00%)	276 (100.00%)

*Schools with four (4) or more full-time counselors.

Chi-Square = 5.1474 Coefficient of Contingency = .1353

TABLE XVI
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY COORDINATORS BY CITY SIZE

AREA OF CRITICAL INCIDENTS	CITY SIZE LARGEST CITIES* (10)	SMALLER CITIES (10)	TOTAL
Organization of Program	9 (20.00%)	7 (15.22%)	16 (17.58%)
Public Information and Relations	7 (15.56%)	7 (15.22%)	14 (15.38%)
Operation of Program	5 (11.11%)	4 (8.70%)	9 (9.89%)
Staff Relationships	6 (13.33%)	7 (15.22%)	13 (14.29%)
Coordination	5 (11.11%)	9 (19.57%)	14 (15.38%)
Curriculum Planning and Development	1 (2.22%)	5 (10.87%)	6 (6.59%)
Student Selection, Guidance & Placement	12 (26.67%)	7 (15.22%)	19 (20.88%)
TOTAL	45 (100.00%)	46 (100.00%)	91 (100.00%)

*Cities with populations of 30,000 or more people.

Chi-Square = 5.5530 Coefficient of Contingency = .2398

TABLE XVII
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY COORDINATORS BY SCHOOL SIZE

AREA OF CRITICAL INCIDENTS	SCHOOL SIZE		TOTAL
	LARGEST SCHOOLS* (10)	SMALLER SCHOOLS (10)	
Organization of Program	10 (20.41%)	6 (14.29%)	16 (17.58%)
Public Information and Relations	9 (18.37%)	5 (11.90%)	14 (15.38%)
Operation of Program	5 (10.20%)	4 (9.52%)	9 (9.89%)
Staff Relationships	7 (14.29%)	6 (14.29%)	13 (14.29%)
Coordination	6 (12.24%)	8 (19.05%)	14 (15.38%)
Curriculum Planning and Development	1 (2.04%)	5 (11.90%)	6 (6.59%)
Student Selection, Guidance & Placement	11 (22.45%)	8 (19.05%)	19 (20.88%)
TOTAL	49 (100.00%)	42 (100.00%)	91 (100.00%)

*Schools with enrollment of 1500 or more students.

Chi-Square = 5.2495   Coefficient of Contingency = .2335

XVII is 5.25. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, similarity of patterns of critical incidents reported by coordinators in the large and small schools would not be rejected. This apparent conflict with results in Table IX merely indicates that the difference in patterns shown in Table IX is probably the influence of the other three observer groups.

Critical Incidents Reported by Coordinators by Teaching Experience Table X presented the distribution of critical incidents reported by all four observer groups as divided by amount of teaching experience of the coordinators in that school. Table XVIII shows a distribution using only the critical incidents reported by the coordinators. The computed Chi-square for Table XVIII is 5.61. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the similarity of patterns of coordinators with most and least teaching experience would not be rejected. This apparent difference with Table X reflects the probably influence of the reports of the other three observer groups.

Critical Incidents Reported by Coordinators by Occupational Experience Table XI presented the distribution of critical incidents reported by all four observer groups as dichotomized by amount of occupational experience of the coordinators in that school. Table XIX makes a similar comparison using only the critical incidents reported by the coordinators. The computed Chi-square for Table XIX is 5.74. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the similarity of patterns of coordinators with the most and least amount of occupational experience would not be rejected.

Critical Incidents Reported by Administrators by City Size The critical incident reports of administrators were divided by administrators of

TABLE XVIII
RELATIONSHIP OF CRITICAL INCIDENTS
REPORTED BY COORDINATORS BY TEACHING EXPERIENCE

AREA OF CRITICAL INCIDENTS	TEACHING EXPERIENCE		TOTAL
	MOST EXPERIENCE*(10)	LEAST EXPERIENCE (10)	
Organization of Program	11 (24.44%)	5 (10.87%)	16 (17.58%)
Public Information and Relations	6 (13.33%)	8 (17.39%)	14 (15.38%)
Operation of Program	5 (11.11%)	4 (8.70%)	9 (9.89%)
Staff Relationships	8 (17.78%)	5 (10.87%)	13 (14.29%)
Coordination	5 (11.11%)	9 (19.57%)	14 (15.38%)
Curriculum Planning and Development	2 (4.44%)	4 (8.70%)	6 (6.59%)
Student Selection, Guidance & Placement	8 (17.78%)	11 (23.91%)	19 (20.88%)
TOTAL	45 (100.00%)	46 (100.00%)	91 (100.00%)

*Coordinators with ten (10) years or more teaching experience.

Chi-Square = 5.6120 Coefficient of Contingency = .2410

TABLE XIX
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY COORDINATORS BY OCCUPATIONAL EXPERIENCE

AREA OF CRITICAL INCIDENTS	OCCUPATIONAL EXPERIENCE		TOTAL
	MOST EXPERIENCE*(8)	LEAST EXPERIENCE (12)	
Organization of Program	9 (24.32%)	7 (12.96%)	16 (17.58%)
Public Information and Relations	5 (13.51%)	9 (16.67%)	14 (15.38%)
Operation of Program	5 (13.51%)	4 (7.41%)	9 (9.89%)
Staff Relationships	4 (10.81%)	9 (16.67%)	13 (14.29%)
Coordination	3 (8.11%)	11 (20.37%)	14 (15.38%)
Curriculum Planning and Development	2 (5.41%)	4 (7.41%)	6 (6.59%)
Student Selection, Guidance & Placement	9 (24.32%)	10 (18.52%)	19 (20.88%)
TOTAL	37 (100.00%)	54 (100.00%)	91 (100.00%)

*Those whose occupational experience exceeds two (2) years.

Chi-Square = 5.7423 Coefficient of Contingency = .2436

schools in larger cities and smaller cities. This distribution is shown in Table XX. The computed Chi-square for Table XX is 6.77. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, a proposition that the distribution of critical incident reports of administrators of schools in large and small cities is similar would not be rejected.

Critical Incidents Reported by Administrators by School Size The critical incident reports of administrators were also divided by administrators of large schools and small schools. This distribution is shown in Table XXI. The computed Chi-square for Table XXI is 11.80. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, a proposition that the distribution of critical incidents reported by administrators of large schools and small schools is similar would not be rejected.

Comparison of Critical Incidents Reported A comparison of the critical incidents reported by administrators and counselors with those reported by vocational teachers and coordinators is given in Table XXII. The computed Chi-square for Table XXII is 17.97. Chi-square with 6 degrees of freedom at the .01 level is 16.81; thus, the similarity of patterns of these two groups would be rejected. The greatest difference is in the area of Student Selection, Guidance and Placement. The influence of the counselors critical incident reports, which are heavily in this area, is reflected in this comparison.

Critical Incidents by City Classification A basic classification of the study was the breakdown of participants by city grouping. The four groupings were Major Metropolitan, Minor Metropolitan, Major Urban-Rural, and Minor Urban-Rural. The distribution of all critical incidents reported by this classification is given in Table XXIII. The computed Chi-Square for Table XXIII is 65.69. Chi-square with 18 degrees of freedom at the .01

TABLE XX
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY ADMINISTRATORS BY CITY SIZE

AREA OF CRITICAL INCIDENTS	CITY SIZE		
	LARGER CITIES* (10)	SMALLER CITIES (10)	TOTAL
Organization of Program	13 (39.39%)	7 (24.14%)	20 (32.26%)
Public Information and Relations	2 (6.06%)	3 (10.34%)	5 (8.06%)
Operation of Program	4 (12.12%)	5 (17.24%)	9 (14.52%)
Staff Relationships	4 (12.12%)	1 (3.45%)	5 (8.06%)
Coordination	2 (6.06%)	6 (20.69%)	8 (12.90%)
Curriculum Planning and Development	3 (9.09%)	1 (3.45%)	4 (6.45%)
Student Selection, Guidance & Placement	5 (15.15%)	6 (20.69%)	11 (17.74%)
TOTAL	33 (100.00%)	29 (100.00%)	62 (100.00%)

*Those cities with populations exceeding 30,000 people.

Chi-Square = 6.7721 Coefficient of Contingency = .3138

TABLE XXI
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY ADMINISTRATORS BY SCHOOL SIZE

AREA OF CRITICAL INCIDENTS	SCHOOL SIZE		TOTAL
	LARGEST SCHOOLS* (10)	SMALLER SCHOOLS (10)	
Organization of Program	16 (42.11%)	4 (16.67%)	20 (32.26%)
Public Information and Relations	5 (13.16%)		5 (8.06%)
Operation of Program	4 (10.53%)	5 (20.83%)	9 (14.52%)
Staff Relationships	4 (10.53%)	1 (4.17%)	5 (8.06%)
Coordination	2 (5.26%)	6 (25.00%)	8 (12.90%)
Curriculum Planning and Development	3 (7.89%)	1 (4.17%)	4 (6.45%)
Student Selection, Guidance & Placement	4 (10.53%)	7 (29.17%)	11 (17.74%)
TOTAL	38 (100.00%)	24 (100.00%)	62 (100.00%)

*Schools with enrollments of 1500 or more students.

Chi-Square = 11.8024 Coefficient of Contingency = .4141

TABLE XXII
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY ADMINISTRATORS AND COUNSELORS TO THOSE REPORTED BY COORDINATORS AND TEACHERS

AREA OF CRITICAL INCIDENTS	RESPONDENT		TOTAL
	ADMINISTRATOR & COUNSELOR	TEACHER AND LVC	
Organization of Program	23 (19.49%)	29 (18.35%)	52 (18.84%)
Public Information and Relations	7 (5.93%)	18 (11.39%)	25 (9.06%)
Operation of Program	10 (8.47%)	23 (14.56%)	33 (11.96%)
Staff Relationships	10 (8.47%)	23 (14.56%)	33 (11.96%)
Coordination	10 (8.47%)	20 (12.66%)	30 (10.87%)
Curriculum Planning and Development	7 (5.93%)	11 (6.96%)	18 (6.52%)
Student Selection, Guidance & Placement	51 (43.22%)	34 (21.52%)	85 (30.80%)
TOTAL	118 (100.00%)	158 (100.00%)	276 (100.00%)

Chi-Square = 17.9774 Coefficient of Contingency = .2472

level is 34.81; thus, the proposition that the four patterns of critical incidents reported by city classifications are similar would be rejected. Examination of Table XXIII show that each classification has at least one area that was emphasized in the critical incident reports. Major metropolitan was high in student selection and low in organization of program. Minor metropolitan was high in organization and low in program operation. Major urban-rural was high in public information and low in coordination. Minor urban-rural was high in coordination and low in public information and in curriculum development.

Summary of Critical Incident Analysis The findings of the several critical incident comparisons are summarized into two listings. The first contains comparisons which showed no differences in critical incident report patterns. The second list contains those comparisons which did have significantly different patterns.

Similar Report Patterns

1. The distribution of effective and ineffective critical incidents reported by respondents is similar. (Table VIII)
2. Critical report pattern of respondents from larger cities does not differ from pattern of respondents from smaller cities. (Table XII)
3. The number of counselors in the school did not affect the pattern of critical incidents reported by respondents. (Table XV)
4. Pattern of critical incident reports by all respondents did not differ by amount of teaching experience of coordinators. (Table X)
5. Pattern of critical incident reports by all respondents did not differ by amount of occupational experience of coordinators. (Table XI)
6. Pattern of critical incident reports by coordinators did not differ by size of city. (Table XVI)

TABLE XXIII
RELATIONSHIP OF CRITICAL INCIDENTS REPORTED BY CITY CLASSIFICATION

AREA OF CRITICAL INCIDENTS	CLASSIFICATION				TOTAL
	MAJOR METRO (5)	MINOR METRO (6)	MAJOR (5) URBAN-RUR	MINOR (4) URB-RURAL	
Organization of Program	1 (1.41%)	34 (35.79%)	12 (17.14%)	5 (12.50%)	52 (18.84%)
Pulbic Information and Relations	6 (8.45%)	6 (6.32%)	12 (17.14%)	1 (2.50%)	25 (9.06%)
Operation of Program	8 (11.27%)	8 (8.42%)	6 (8.57%)	11 (24.50%)	33 (11.96%)
Staff Relationships	8 (11.27%)	11 (11.58%)	11 (15.71%)	3 (7.50%)	33 (11.96%)
Coordination	13 (18.31%)	5 (5.26%)	3 (4.29%)	9 (22.50%)	30 (10.87%)
Curriculum Planning and Development	5 (7.04%)	7 (7.37%)	5 (7.14%)	1 (2.50%)	18 (6.52%)
Student Selection, Guidance & Placement	30 (42.25%)	24 (25.26%)	21 (30.00%)	10 (25.00%)	85 (30.80%)
TOTAL	71 (100.00%)	95 (100.00%)	70 (100.00%)	40 (100.00%)	276 (100.00%)

Major Metro Areas = populations of 80,000 and up.
Minor Metro Areas = populations of 30,000 to 79,999.
Major Urban-Rural = populations of 5,000 to 29,999.
Minor Urban-Rural = populations below 4,999.

Chi-Square = 65.6919 Coefficient of Contingency = .4384

7. Pattern of critical incident reports by coordinators did not differ by size of school. (Table XVII)

8. Pattern of critical incident reports by coordinators did not differ by amount of teaching experience of coordinators. (Table XVIII)

9. Pattern of critical incident reports by coordinators did not differ by amount of occupational experience of coordinators. (Table XIX)

10. Pattern of critical incident reports of administrators from larger cities did not differ from reports of administrators of smaller cities. (Table XX)

11. Pattern of critical incident reports of administrators of larger schools did not differ from that of administrators of smaller schools. (Table XXI)

Report Patterns Significantly Different

1. Overall patterns of critical incident reports of the four observer groups were significantly different. (Table VII)

2. Patterns of critical incident reports of respondents from large schools differ from the pattern of reports of respondents from smaller schools. (Table IX)

3. Pattern of critical incident reports from schools with large faculties differ from the pattern of reports of respondents from schools with small faculties. (Table XIII)

4. Pattern of critical incident reports from programs where coordinator has more than two and three-quarter hours per day coordination time differ from the pattern from programs where coordinator has less than two and three-quarter hours coordination time per day. (Table XIV)

5. The pattern of combined critical incidents reported by administrators and counselors differ from the combined reports by vocational teachers and coordinators. (Table XXII)

6. The pattern of critical incidents reported by respondents from four classifications of cities (major-metropolitan, minor-metropolitan, major urban-rural, minor urban-rural) were found to be significantly different. (Table XXIII)

Critical Requirements A critical requirement represents an activity judged crucial for successful development of new vocational programs. Criteria for a critical requirement statement was that a particular incident had to be reported at least five times and from at least three different schools. Twenty-two critical requirements were found and are given on the following pages.

After each critical requirement statement are listed the incidents upon which the statement is based. The first number indicates the pilot school and the second number indicates the respondent classification (1 - vocational teacher, 2 - administrator, 3 - counselor, and 4 - local vocational coordinator).

Of the 22 critical requirements 5 were in Category I - Organization of Program and 7 in Category VII - Student Selection, Guidance and Placement. All but one of the requirements were based on primarily positively stated critical incidents. Critical requirement number 22 was based on entirely negatively stated critical incidents.

A more rigorous criteria for critical requirements, for example, setting 7 reports as a minimum, would reduce the number of critical requirements to 6 (1, 2, 3, 15, 16, and 17). A less rigorous criteria for critical requirements, for example, setting 4 reports as a minimum, would have increased the number of critical requirements to more than 40.

CRITICAL REQUIREMENTS

Category I - Organization of Program

1. Curriculum plans for new programs are discussed with school staff, administration, vocational-technical school staff, business, and industry.
   (1-1,1-2, 2-1, 2-2, 19-1, 19-1, 19-4, 19-4, 20-4)

2. Local vocational coordinator makes presentations and reports to faculty, administration or board of education, to gain their understanding and approval of new vocational curriculums.
   (1-1, 1-2, 2-1, 3-2, 6-2, 7-1, 15-4, 20-2)

3. Steering committee or advisory committee(s) established to advise and assist in vocational program development.
   (3-2, 12-4, 15-2, 15-4, 17-4, 18-4, 19-4)

4. In-service summer workshops conducted for vocational education staff to prepare them for work with new programs.
   (1-2, 1-4, 3-2, 3-4, 20-2)

5. Interviews with businessmen and industrialist by local vocational coordinator help identify specific occupational needs and built support for the new vocational programs.
   (3-2, 14-1, 17-3, 19-1, 19-2)

Category II - Public Information and Relations

6. Employer-employee banquet held by vocational students and/or vocational staff successful in building relations with employers and resulted in good press and T-V publicity for vocational programs.
   (9-2, 9-4, 10-1, 10-4, 20-1, 20-4)

Category III - Operation of Vocational Programs

7. Appropriate facilities and equipment are provided for the new

vocational curriculum.
(2-1, 2-4, 5-1, 8-2, 9-2, 12-1)

8. Instructional materials obtained or developed for new vocational courses.
(4-1, 5-1, 8-2, 9-4, 16-4)

9. Role of the coordinator clarified with other faculty and with administration permitting coordination duties to be accomplished.
(1-1, 9-1, 13-1, 13-1, 16-2, 17-4)

Category IV - Staff Relationships

10. Coordinator makes special effort to discuss with and/or involve guidance counselors in the development of new vocational programs.
(13-3, 13-3, 13-3, 16-4, 17-4, 18-4)

11. Coordinator arranges for and presents to the faculty, information and plans on the new vocational programs, gaining their interest and support.
(9-3, 12-2, 12-4, 17-4, 20-4, 20-4)

12. Coordinator prepares reports for and makes presentations to the school administration to develop their understanding and appreciation of the new vocational programs.
(4-4, 7-1, 10-4, 13-3, 20-1)

Category V - Coordination

13. Regular visitations to cooperative training stations assures communication and maintenance of program policies and standards.
(10-4, 11-4, 14-2, 17-1, 17-1, 17-1)

14. Contacts with a wide range of business and industrial personnel by coordinator and vocational teachers developes work opportunities for students.
(6-4, 8-4, 9-4, 12-2, 20-4)

Category VI - Curriculum Planning and Development

15. New curricula outlines and courses of study to meet local needs are developed by joint efforts of faculty, administrators and coordinator.
    (1-1, 2-1, 7-4, 12-2, 15-4, 19-1, 19-3)

Category VII - Student Selection, Guidance and Placement

16. Presentations of various kinds (assemblies, homerooms, conferences) are used to inform and explain to students new vocational programs, and to overcome poor attitudes held by some toward vocational education.
    (4-1, 7-4, 9-3, 9-4, 14-1, 14-3, 18-1, 18-1, 18-3)

17. Results of aptitude and interest test administered to students provide base in counseling, advising and evaluating students who desire occupational preparation.
    (4-3, 8-3, 10-3, 10-3, 12-2, 12-3, 12-4, 15-3)

18. Coordinator prepares materials for and presents information to junior high school students and groups of senior high school students about new vocational programs aiding both students and counselors.
    (1-3, 3-3, 7-3, 7-3, 11-3, 15-3)

19. Formal and informal meetings of teachers and counselors to discuss criteria for selection of students for vocational programs are effective means of communication.
    (2-4, 7-4, 15-3, 17-4, 18-4, 20-1)

20. Screening procedure, including criteria for admission to vocational program, needs to be known by all, especially students.
    (4-2, 8-4, 9-3, 13-3, 14-3)

21. Positive attitudes and interests of students in a vocational program are a major determinate of group and individual occupational development.
    (4-1, 9-3, 11-3, 17-1, 17-1)

22. Testing program of guidance department ineffective and inappropriate to vocational students and vocational programs.
    (1-3, 8-3, 11-3, 17-3, 17-3)

SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

This project involved the conducting of a specially organized summer institute to prepare selected individuals to initiate and develop new vocational programs during the school year of 1965-1966. The project included a year long follow-up activity which determined some of the concerns faced by these people in the initiation and operation of new vocational programs.

Conclusions on the Special Summer Institute The use of an intensified summer institute to prepare individuals to organize and develop new vocational programs was well received by participants, school administrators, state level staff and other educators. The general evaluation of the institute was highly favorable. The outcome in terms of new programs in the schools which were a part of the project was exceptionally satisfying primarily because of the unexpected number of vocational programs generated in addition to those started in the initial thrust. The outreach of the institute, through the participants feeding back to local teachers and administrators information and learnings, was extensive and fairly consistent throughout all participating schools.

Recommendations Regarding the Special Summer Institute The following recommendations relative to the special summer institute are drawn from the findings of this study. These recommendations are not exhaustive and the interested reader will be able to draw additional conclusions and recommendations from the data provided in this report.

1. The three-week field study period should be a part of any special vocational institute preparing vocational teachers and coordinators for specific schools.

2. The field study period should be followed by at least two weeks of on campus critique and continued study by the participants.

3. During the three-week field study the institute staff should visit each of the participants, associated school staff and advisory committee. This field visit by the institute staff should be for at least one full day.

4. The institute schedule may have up to six hours per day of regularly planned structured instructional activity. Small group work should be structured along with total group formal and informal meetings.

5. The institute plan should arrange small group meetings in a variety of classifications. These might be by school size, city size, area of vocational interest, stage of program development, or geographic area. Having participants shift from one small group structure to another at various times during the institute will maximize the interchange of ideas and techniques.

6. The length of an institute with experienced teachers as participants should not be less than eight weeks and preferably ten weeks if adequate coverage of the material needed by new vocational teacher-coordinators is to be made. The institute should be the only educational activity required of the participants.

7. Innovative practices need to be developed during the institute and tried through individual presentations to other participants. This "testing out" of ideas and materials in a relatively "non-threatening" environment is essential to get individuals prepared for productive performance in the school community.

8. If critical incident reports are interpreted in terms of content, then certain items need to receive special attention in the institute program. These would be:

    a. Effective communication techniques and patterns
    b. Curricular patterns and innovative ideas
    c. State agency and local school relationships, reports and liason procedures
    d. Sources of instructional materials and aids
    e. Means of maintaining vocational integrity and application

Conclusions on the First Year Development of Vocational Programs The year long follow-up of the special summer institute participants as they developed new vocational programs did reveal information that would be helpful in designing professional vocational teacher education content. Particularly important would be the influences of differing school sizes, differing points of view by various school personnel, city size in which the school is located, and the amount of time allowed for coordination work. An extremely important factor of first year development seems to be the ability of the vocational teacher-coordinator to effectively communicate to all publics the rationale and other information on vocational education and the programs under development.

Recommendations Regarding the First Year Development of Vocational Programs The following recommendations relative to the first year development of vocational programs are drawn from the findings of this study. These recommendations are not exhaustive and additional suggestions may be gleaned from reading the report.

1. Considerably more time is needed for coordination work during the developmental year than is normally associated with an on-going vocational program.

2. Each new vocational program must be individualized to fit the needs of the students, school, and community.

3. The specific organization of a program needs to be reviewed thoroughly and by numerous school personnel before implementation is begun. Any major re-structuring of program organization after implementation is deterimental to the program success.

4. State supervisory efforts need to be particularly intensive during the developmental stage. Local visitations, in-service assistance, aid with reports and records, and sessions for school administrators need to be provided at several times during the school year.

5. Innovative practices, developed during an institute program, need to be continually promoted and encouraged by local vocational staff and state staff if they are to become an operating part of the local school vocational

offering. Without continuous and strong support innovative ideas have a high mortality during the first year.

6. The vocational teacher-coordinator must give special attention to his communication effectiveness and use every possible means and media to educate the various local publics about the vocational program and vocational education.

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APPENDIX A

SCHOOL ENVIRONMENT

This appendix provides a description of the environment of each of the pilot schools involved in the research follow up of the study "An Experimental Vocational Education Institute for Preparation of Teacher-Coordinators of Newly Emerging High School Vocational Programs" (OE-5-85-007).

The descriptions are organized on the basis of city classification:

Major Metropolitan Areas
Minor Metropolitan Areas
Major Urban-Rural Areas
Minor Urban-Rural Areas

Statistical data contained in the city descriptions were extracted from the U. S. Bureau of the Census. City-County Data Book of 1962.

School statistics are from the Official School Directory of Wisconsin 1964-65, published by the State Department of Public Instruction.

This information was supplemented by the participants in the Summer Institute of 1965. Verification was made by each school during the 1965-66 school year.

Finally, under "Specific Vocational Education Developments", the committment of the local vocational coordinator and staff activity in vocational education as well as new programs in vocational education operated or developed during the 1965-1966 school year are given. Courses designated "co-op" meet full standards for cooperative education; all other courses utilize project method instruction.

MAJOR METROPOLITAN AREAS

Milwaukee, Milwaukee County, Wisconsin

Location and Size

Milwaukee is a large metropolitan area located on the southeastern coastline of the state with a land area of 91.1 square miles and a population of approximately 741,324. Its rate of growth during the past decade has been 16.3% which is above the state growth of 15% but slightly below the national growth rate of 18.5%.

Among its many ethnic groups are many individuals of both polish and scandinavian descent. The median age of the persons comprising the 188,984 families is 30.4 years. Approximately 30% of the population is either foreign born or from foreign or mixed parent. The median income of the population is $6,664 which is slightly above the national median income of $5,660.

Social and Cultural Environment

As in any large metropolitan area the social and cultural opportunities are many and varied. The University of Wisconsin Milwaukee, Marquette University and Layton School of Art are among the educational institutions of higher learning represented within the city. There are also several parochial colleges and seminaries in the area. Milwaukee Institute of Technology offers educational opportunities to post secondary graduates and adults alike.

Among the more outstanding cultural establishments are the Horticultural Conservatory, the Cave Museum and the War Memorial Center as well as the Milwaukee Museum. Milwaukee also has the newest and most unique zoo in the world. There are many parks and recreational areas including the Kettle Moraine State Forest which offer camping, fishing, and boating facilities. Milwaukee is the home of the Wisconsin State Fair and has a large athletic field, County Stadium for professional sports. Concerts,Symphony Orchestras and the Pabst Theater provide a wide range of cultural entertainment.

Economy

The Milwaukee area has a labor force of 489,958 persons, 66.9% of which are male. It has an unemployment rate of 3.9% and white collar occupations comprise approximately 43.6% of the total occupations.

Manufacturing is the primary industry in this area and 190,000 persons are employed in some phase of manufacturing. Among the manufacturing operations are breweries, graphic arts, tanning, electrical controls, steel, sportswear and automobile production plants.

The retail wholesale trade ranks second in industrial importance employing 86,000 persons. The Milwaukee area has 10,281 retail establishments whose sales volume is approximately $1,292,196,000. The largest retail outlets include Gimbel-Schusters, The Boston Store and T.A. Chapman & Co.

The wholesale establishments number 1,947 and have a sales volume of $2,439,132,000. There is a large downtown shopping center as well as many successful suburban shopping centers. Milwaukee is the most highly developed shopping area in the state.

Other important industries are the construction industry employing 21,423 persons and the transportation and public utilities industy employing 29,098 persons.

There are approximately 3,800 persons employed in agriculture in the Milwaukee area. These are primarily truck farming operations.

Educational Facilities

The Milwaukee Public School System, according to the March 1966 report of the Superintendent of Education, is comprised of:

Type of School	Number	Enrollment	Faculty
Senior High	12	22,684	945
6-Year	3	5,870	236
Junior High	15	18,198	758
Elementary	124	77,966	2,153
TOTAL	154	124,718	4,092

The Guidance Program for the system has a total of 137 counselors. Of this number the Senior High School has 75 counselors, and six vocational Guidance Counselors. The Junior High Schools have 54 Counselors and the Elementary Schools have two. Overall there are at least 15 different vocational programs offered under the direction of 280 faculty members in the areas of Trade and Industry, Office Education and Distributive Education. Students are selected for vocational programs through close cooperation with vocational guidance counselors at each of the schools.

Opportunities for further education in Milwaukee are excellent. There are a number of colleges and universities in Milwaukee including the University of Wisconsin in Milwaukee and Marquette University. There are also many vocational and trade schools.

Marshall Junior-Senior High School

The John Marshall Junior-Senior High School has an enrollment of 3,300 students and a faculty of 140 members. It's physical plant, which has five and one-half acres of floor space, is one of the longest in the state of Wisconsin and offers much in the way of modern equipment.

The school is located in a higher social economic area and as a result about 76% of their graduates go on to college. Vocational programs are offered in the broad areas of Business Education, Industrial Arts and Home Economics.

Specific Vocational Education Developments

Clerical Office Practice
Secretarial Office Practice-Co-op
Vocational Bookkeeping (second year)
Distributive Education-Co-op
Machine Shop
Industrial Drafting

Pulaski Senior High School

Pulaski Senior High School is the largest high school in the state of Wisconsin. There are more than 3,000 students served by a faculty of 130 teachers.

Vocational programs are offered in Business Education, Industrial Education, and Home Economics.

Specific Vocational Education Developments

Clerical Office Practice
Secretarial Office Practice
Vocational Bookkeeping (second year)
Distributive Education-Co-op
Machine Shop
Industrial Drafting
Auto Mechanics

South Division Senior High School

The South Division Senior High School has an enrollment of approximately 2,200 students and a faculty of 84. Although the physical plant is not new, having been built in 1899, the building is well cared for and its facilities are modern. In addition to this there is a strong tradition of loyalty for the school among both the faculty and the students.

The Vocation Program offered by the School are in the areas of Business Education, Industrial Education,and Home Economics.

Specific Vocational Education Developments

Secretarial Office Practice-Co-op
Clerical Office Practice
Industrial Drafting

West Division Senior High School

West Division Senior High School serves some 1,700 students with a faculty of 70 teachers. The physical plant is relatively new, having been built in 1961 at a cost of about $4.5 million. The school has a well organized vocational guidance program centering on lectures, talks, interviews, and a variety of audio visual materials. About 20% of the graduates go on to college thus the need for vocational education is great.

The Vocational Program offers work in the areas of Business Education, Home Economics, and Industrial Arts.

Specific Vocational Education Developments

Clerical Office Practice
Secretarial Office Practice-Co-op
Vocational Bookkeeping (second year)
Distributive Education-Co-op
Welding
Industrial Drafting

Monona, Dane County, Wisconsin

Location and Size

This city which is in the Madison Standard Metropolitan Statistical Area in the south central part of the state, has a land area of 3.4 square miles and a population of approximately 8,178 persons. The rate of growth in regard to the population is 221.5% during the past decade which is indicative of the expansion and development of this particular community near the city of Madison. This figure, though several times the national growth rate (18.5%) is not necessarily representative of the growth rate of the total metropolitan area of which it is a part. The median income of Monona is approximately $7933 which is higher than that of Madison as well as being higher than the national average.

The population of Madison is approximately 147,844 and the median income of all families in Madison in 1960 was $6,799.

Because of the cosmopolitan nature of the city of Madison and the area surrounding it no particular nationality can be said to dominate especially in a comparatively new community such as Monona.

Social - Cultural

Monona makes use of the vast cultural opportunities of the city which it borders, that being Madison, Wisconsin. Madison is well known for being the home of the University of Wisconsin which offers citizens many cultural activities including art exhibits, concerts, theater productions, lectures, classes and other educational opportunities. Madison also has a vocational and adult school offering Technical Associate Degree Programs. Lincoln Art Center, Civic Theater Groups,and political organizations also prevail in this capital city. Three lakes within the city area provide a wide range of recreational activity for the population. Besides the water sports which are enjoyed there are several country clubs and golf courses. There are numerous church organizations which also provide social activities.

Economics

The area has a labor force of 89,364 persons, 63.6% are male and it has an unemployment rate of approximately 2.1%. White collar workers comprise 50.9% of the work force.

Wholesaling and retailing trades rank first in industrial importance in the area by employing 16,228 of the individuals in the work force. There are approximately 2,079 retail establishments with a sales volume of $264,594,000 and there are 348 wholesale establishments having a sales volume of $221,585,000. Madison is the largest retail trade area for southern Wisconsin.

Next in industrial importance comes manufacturing which employs some 14,638 persons. The Madison area has approximately 188 industrial plants.

The largest of these plants being Gisholt Machine Co., Oscar Mayer & Co., and the Ray-O-Vac Co.

Other important businesses in the area are agriculture, construction, public finance and transportation. Unlike other areas, however, some 17,000 individuals are employed by education services and public administration combined with education employing 11,000 and public administration, 6,000 thus showing the influence of the labor force of both the University of Wisconsin and the State Capitol.

Educational Facilities

The Monona Grove Public School System has an enrollment of 3,287. Of this number 940 attend the high school, which has a faculty of 55; the balance attend the four elementary schools.

The high school is for grades 9-12 and offers work in general studies as well as in specialized and enrichment studies. Each student can earn a maximum of 27 credits, or 3 more than the number requisite for graduation. The physical plant is already inadequate for present needs. The school has three guidance personnel.

The Vocational Program for the high school offers nine programs in the broad areas of Business Education and Industrial Education. There are nine faculty members directing these programs.

Opportunities for further education are excellent in that Monona Grove is a suburb of Madison, the home of the University of Wisconsin. Also there is a Vocational, Technical and Adult Education School in Madison.

Specific Vocational Education Developments

Local Vocational Education Coordinator (part-time)
Vocational Guidance Services
Vocational Guidance Testing Program
Secretarial Science
Clerical Office Practice
Distributive Education
Inservice Workshop-Trade and Industrial Education
Electricity-Electronics
Metal Processes

MINOR METROPOLITAN AREAS

Appleton, Outagamie County, Wisconsin

Location and Size

Appleton, Wisconsin is located in the eastern central portion of the state near the Fox River Valley. It has a land area of 9.6 square miles and a population of 48,411 persons. During the past ten years the population has increased at the rate of 42.3% which is well above the national rate (18.5%), as well as being almost three times the state rate of growth (15%).

The population is composed of many ethnic groups, none of which seem to be predominant. These groups include German, Irish, Polish, Italian, Scotch, English, Norwegian, Danish and Swedish nationalities. The median age of the population is 27.2 years. According to the U.S. Bureau of Census, Appleton's 12,056 families had a median income of $6,515 in 1960. This income is somewhat above the national median which is $5,660.

Social - Cultural Environment

Appleton is the home of Lawrence College which supports many cultural activities. Other organizations and institutions within the community include the League of Women Voters, Attic Theatre, Wisconsin Taxpayers group and scouting organizations. Activities offering social and cultural opportunities for Appleton residents are its golf clubs, yacht club, dance groups, lodges, and various neighborhood groups.

Economy

Outagamie County has a labor force of 36,023 persons of which 70.8% are male. The unemployment rate is approximately 2.8%. According to the Bureau of Census for 1960, white collar workers comprise 36.9 per cent of the total work force.

There are 493 retail establishments in the county which bring in sales of $71,416,000 annually and its 116 wholesale establishments bring in $81,461,000 in sales.

From the total employed persons (35,009) 12,916 are involved in manufacturing. The products dominating the manufacturing activity are those of the paper and machine industries. Next in importance comes the wholesale trade with 6,395 individuals employed and following wholesaling is the agricultural industry employing 3,242. Other major employers include transportation, public utilities, finance and insurance groups, educational services and institutions, and construction.

Appleton serves as a shopping center for its residence and for those living in outlying areas.

Educational Facilities

The Appleton Public School System has a total enrollment of 10,186 students. Of this number, 2,032 attend the Senior High School, which has a faculty of 82. The three Junior High Schools enroll 1,831 pupils, for which there is a faculty of 120. There are 17 Elementary Schools serving about 6,300 students.

The Senior High School, for grades 10-12, is housed in one large building. There is a three floor academic section and a one story shop wing. Also there is an auditorium and a gymnasium which seat, respectively, 1564 and approximately 2000.

The Vocational Program for the Senior High School features work in three areas. Business Education offers six programs which are directed by a faculty of nine. Industrial Education has five programs served by seven teachers, and Home Economics has three programs served by three teachers. There are two faculty members in the Guidance Program. In the Junior High School there are three vocational programs conducted by 12 teachers.

Opportunities for further education are excellent. Appleton is the home of Lawrence College, a four year liberal arts institution, and a University of Wisconsin Extension Center. There is also a Vocational, Technical, and Adult Education School, with a faculty of 21, and a private Beauty College.

Specific Vocational Education Developments

Local Vocational Education Coordinator
Inservice Workshop and Cooperative Education Teachers
Distributive Education
Secretarial Practice
Printing
Drafting
Office Education

Eau Claire, Eau Claire County, Wisconsin

Location and Size

This city, located in the west central part of the state, has a land area of 17.9 square miles and a population of approximately 38,000 persons. Although over the past decade the population has increased by approximately 5%, the rate of growth has failed to keep up with the state (15%) or the nation (18.5%).

The population is predominantly native born of Scandinavian, German, or Irish extraction with a median age of 30.6 years. According to the U.S. Bureau of Census, Eau Claire's 9,694 families had a median income of $6,390 in 1960. Both the median age and income were slightly above the national.

Social - Cultural Environment

Eau Claire is the home of one of Wisconsin's State Universities, a Lutheran Seminary and a Catholic Priory. It has a public library, Art Center and a logging museum. Its cultural activities include a college symphony, Art League, College Players, Civic Music, Speakers Forum, men's chorus, city band, and high school music, art, dramatics, and speech. It's social and recreational facilities satisfy a wide range of personal interests. They include a country club, golf club, Elks, YMCA, SAF Society, Womens Club and numerous churches and their organizations.

Economy

Eau Claire County has a total labor force of approximately 22,000 persons, 68% male and an unemployment rate of about 6%. According to the U.S. Bureau of Census for 1960, white collar occupations comprised 48.9% of the total.

Manufacturing is the major industry employing about 5,300 people. Among the numerous products are pulp and paper, tires, machinery, machine parts, defense items, structural steel and reinforce concrete.

In the order of number of employees, wholesale and retail trade ranks next with about 4,400 persons, then agriculture and educational services with approximately 1900 and 1100 employees respectively. Transportation, communications and public utilities, construction, public administration, finance, insurance and real estate constitute the remaining major employers.

Other types of business in the area include large equipment sales (roadbuilding, trucks and trailers), recreational sales (boats, motors, camping and sports equipment), hotels, motels, restaurants, night clubs and supper clubs.

Eau Claire's retail trade serves the area within a 50 mile radius, employs nearly 2000 people with annual sales of about $70,000,000. It is the major shopping center in this area for men's and women's clothing, appliances and other household items.

Educational Facilities

The Eau Claire Public School System has a total enrollment of 10,034. The two Senior High Schools have 2374 students, and a faculty of 115. There are two Junior High Schools with a faculty of 120, and 23 Elementary Schools.

The two Senior High Schools, Memorial with 1688 students and North with 686, serve grades 10-12. The former has a faculty of 80 and occupies a building completed in 1957. The latter has a faculty of 38; its physical plant is less than five years old.

Vocational Programs are offered at both Senior High Schools in the general areas of Business Education, Industrial Education, and Home Economics. In addition, Memorial High offers a program in Agriculture. In total, there are 34 vocational programs directed by a faculty of 13. The two Junior High Schools offer four vocational programs which are directed by 11 teachers.

Opportunities for further education are provided by Wisconsin State University at Eau Claire, and by a Vocational Technical and Adult Education School, which has a faculty of 31.

Specific Vocational Education Developments

Eau Claire Public Schools:
- Local Vocational Education Coordinator (part-time)
- Vocational Education Staff Inservice Workshops
- Vocational Guidance and Testing

Memorial High School:
- Advanced Office Machines
- Vari-Typing Offset (taught jointly by Industrial Education and Business Education departments)
- Printing 12
- Electronics 12
- Food Service
- Machine Shop 12

North High School:
- Office Training
- Secretarial Training
- Small Engines
- Food Service

Green Bay, Brown County, Wisconsin

Location and Size

The city of Green Bay is located on the northeastern coast line of the state and has a land area of 16.8 square miles with a population of 62,888 persons. The population has increased by approximately 19.3% during the past decade. A figure slightly above the state growth rate (15%) and also just above the national growth rate figure of 18.5%.

The median age of the population is 27.7 years and the median income of the 15,359 families is approximately $5,981, only slightly above the national median of $5,660.

Social - Cultural

Educational opportunities in Green Bay are offered by the Vocational and Adult School, The University of Wisconsin Extension Center, Green Bay Business College and St. Norberts College (4 yr.)

Both the Extension Center and St. Norberts College offer fine arts programs to the public which include local concerts, art shows, and theater productions as well as bringing artists in these areas into the community.

Green Bay offers additional cultural and social opportunities through its Green Bay Symphony and its Civic Music Group which also has an active theater group in connection with it. Kiwanis and Rotary are among the active organizations in the city.

The city library has several branches and the colleges in the community also offer additional library facilities. The Green Bay Museum, the National Railroad Museum and the Fort Howard Museum emphasize the city's interest in its history. Frequently tourists are encouraged to visit the Fort Howard Museum and to tour several old homes which have special historical significance.

Recreational opportunities are numerous in this bay area and interest is high in professional and semi-professional sports since Green Bay is the home of the Green Bay Packers and a Semi-Professional hockey team.

Economic

Brown County has a total labor force of approximately 43,950 persons, 70.7% male and an unemployment rate of about 3.7%. According to the U. S. Bureau of Census for 1960, white collar occupations comprised 39.1% of the total occupations.

Manufacturing is the primary industry employing persons in the County with the wholesale retail trade close behind. There are 842 retail establishments,having a volume of business nearing $118,787,000 and 218 wholesale establishments having a volume of $236,270,000. Combined the wholesale retail areas employ 9,351 individuals while 11,985 are employed in manufacturing. Other industries in the area are agriculture, construction, transportation, public utilities and educational services.

Educational Facilities

The Green Bay Public School System consists of four public High Schools, four Junior High Schools, and 26 elementary schools. In all there are 18,000 pupils.

Southwest is a 3-3 High School and enrolls 882 students. East Senior High has an enrollment of 1,166 and West Senior High an enrollment of 1,579.

Southwest High School offers three vocational programs served by five teachers.

Opportunities for further education can be found in the Vocational and Adult School which has a faculty of 36. Also the University of Wisconsin Extension Center, St. Norbert's College, and the Green Bay Business College serve the area.

Specific Vocational Education Developments

Green Bay Southwest High School:
- Local Vocational Education Coordinator
- Guidance Information and Testing
- Secretarial Office Practice-Co-op
- Distributive Education
- Machine Shop III

Oshkosh, Winnebago County, Wisconsin

Location and Size

Oshkosh is located in the eastern central part of the state, it has a land area of 8.8 square miles and a population of approximately 45,110 persons. Its's rate of growth during the past decade has been 9.8% which is below both the state's rate of growth (15%) and that of the nation (18.5%).

The population includes 3.5% foreign born individuals and 21.4% of the population are of foreign or mixed parents of various nationalities. These individuals have a median age of 31.1 which is slightly above the national median. Their median income is $5,784 which is close to the national median ($5,660).

Social - Cultural

Oshkosh is the home of Oshkosh State University, the Oshkosh Public Museum and the Paine Art center and Arboretum. Located on Lake Winnebago, Oshkosh offers a great variety of sporting activity and is especially known for its fishing, camping and recreational areas. The Oshkosh Yacht Club is active in the encouragement of sailing activities which bring many people to this area each year.

Among the community organizations offering cultural activity in Oshkosh are the Oshkosh Junior Theater, the Mask and Wig, the Attic Theater of Appleton, and the summer offerings at Oshkosh State University. The College Artists Series and the Oshkosh Community Concert Association bring many well known artists into the community, including Symphony Orchestras, Metropolitan Stars, and ballet groups.

For those citizens interested in cultural participation the Apollo Chorus for men, the Oshkosh Civic Symphony and many fraternal groups, church groups and school groups offer opportunities.

Economic

Winnebago County has a labor force of 41,680 persons, 67.8% being male. It has an unemployment rate of 3.1% and white collar occupations comprise 37% of the total labor force.

Out of the persons employed 17,000 are employed in some type of manufacturing. Products which are manufactured include metals, woodworking, electric equipment, etc.

Next in importance to Oshkosh's economic setting is the wholesale and retail trade area which employ some 7,000 persons. There are 1,150 retail establishments having a sales volume of $123,271,000 and there are 170 retail establishments with a sales volume of $78,800,000. Many of these retail institutions seem to be of the discount and chain store type. Much of the fashion buying is done in Appleton or in Milwaukee.

The remainder of the work force is somewhat evenly divided among construction, agriculture, transportation, finance, educational service and public administration.

Educational Facilities

The Oshkosh Public School System has a total of 10,003 students. Slightly less than 2,300 are enrolled in the Senior High School. About 1.900 are in the four Junior High Schools. The balance, or about 55% of the total student population, is served by the 17 elementary schools.

The Senior High School for grades 10-12 occupies a building newly completed in 1961. The school has a wide range of cirriculum offerings taught by 120 faculty members. The four Junior High Schools have a total of 100 teachers.

There are nine vocational programs in the Senior High School. The facilities available include 8 classrooms. There is also modern typing and office machine equipment. The programs are conducted by 11 teachers. The Junior High School offers two different vocational programs which are served by eight teachers.

Other educational opportunities available include Oshkosh Vocational, Technical and Adult School with a faculty of approximately 30 full time staff.

Specific Vocational Education Developments

Oshkosh High School
- Local Vocational Education Coordinator (part-time)
- Secretarial Office Practice-Co-op
- Clerical Office Practice (not reimbursed) (program for special needs students)
- Distributive Education-Co-op
- T.V. and Radio Repair-Co-op
- Food Service-Co-op

Superior, Douglas County, Wisconsin

Location and Size

Located in the northwestern tip of the state, adjacent to Duluth, Minnesota, Superior, Wisconsin, has a land area of 36.6 square miles and a population of approximately 33,563 persons. Its growth rate during the past decade has been that of a negative trend, declining some 5% while the state has grown at a rate of (15%) and the nation at (18.5%).

The population is composed of Swedish, Finish, Irish, Belgium, Polish, German and Italian persons who have a median age of 32.1. Foreign born individuals 7.2% of the population and 27.5% of the citizens are of foreign or mixed parental backgrounds. The 8,515 families have a median income of $5,698 which is almost exactly that of the national median.

Social - Cultural Environment

The population of Superior is somewhat oriented toward recreational, fishing, boating and other sporting activities. There are many cultural opportunities offered by the Superior Vocational School and the University of Minnesota (Duluth Branch) which are located in the city.

Economy

The metropolitan area of Duluth-Superior has a labor force of 99,692 persons, 70.2 of which are male and it has an unemployment rate of 9.9% which is comparatively high in terms of the national median. White collar occupations comprise 41.2% of the total work force.

The major industry of this area is that of the retail and wholesale trades which combined employ 18,000 persons. There are 2,938 retail establishments having a sales volume of around $311,870,000 and there are 453 wholesale establishments having a sales volume of $466,743,000. These retail and wholesale operations draw from a wide geographical area and also draw from foreign purchasers who use the shipping port in this locality.

Next in importance industrially is the manufacturing industry which employs come 12,725 persons. The main manufacturing industries include shipping, storage, milling (flour), and refining. There is also a manufacturing activity centered around the hotel-motel industry in this area.

Close in importance to manufacturing is transportation, communications and other public utilities employing 11,000 persons. There seems to be little agricultural activity since it is limited to hay crops for dairy. Other industries include construction and educational services as well as public administration.

Educational Facilities

The Superior Public School System has a total of 7,236 students. Of this number 1,660 are enrolled in the Senior High School which has a faculty of 75. There are two Junior High Schools and 14 elementary schools.

The Senior High School is located in a new 4.5 million dollar building. In addition to a two story academic section there is a gymnasium, swimming pool, cafeteria and five shops.

There are ten Vocational Programs in the High School directed by 13 faculty members. Two Distributive Education Programs are offered; a two year program covering the Junior and Senior year, and a one year program for the Senior year.

Further educational opportunities are excellent. In addition to the Superior Vocational, Technical and Adult Education School there is also Superior State University and the University of Minnesota, Duluth Branch.

Specific Vocational Education Developments

Superior High School
- Local Vocational Education Coordinator (part-time)
- Vocational Education Inservice Workshop
- Secretarial Office Practice
- Clerical Office Practice
- Distributive Education
- Machine Drafting
- Woodworking
- Electronics
- Small Engine Repair
- Sheet Metal
- Blueprint Reading and Metals and Building Trades

Wausau, Marathon County, Wisconsin

Location and Size

This city, located in the north central part of the state, has a land area of 8 square miles and a population of 31,943 (the total metropolitan area having some 53,000 individuals). During the past decade the city has grown at a rate of 5% which is well below both the state (15%) and national (18.5%) growth rates. Wausau has some 8,349 families with a median age of 32.2, and a median income of $5,610. The median income is almost identical to that of the national median income.

Social - Cultural Environment

Wausau offers several cultural and social opportunities to its predominantly German, Polish and French citizens. The Wausau Public Library, the Marathon County Historical Society and the Museum which it maintains are available to interested citizens and visitors. The University of Wisconsin Extension Center of Wausau and the Wausau Technical Institute offer many post secondary educational opportunities.

There are two theaters in the city and the community theater group provides three plays each year. The Civic Music Association brings in "name" performers each year for cultural enjoyment. In addition Wausau offers recreational activities such as boating on Lake Wausau, golfing at the American Legion Golf Course and many parks and playgrounds. It encourages the tourist trade and many fine tourist facilities, for all seasons of the year.

Economic

Marathon County has a labor force of 33,529 persons, 70.3% being male and it has an unemployment rate of 4.0%. According to the U. S. Bureau of Census for 1960, white collar occupation comprised 31.7% of the total work force. There are 66 well diversified manufacturing establishments employing 9,495 persons and having a payroll exceeding $50,640,000. Products manufactured include paper and paper packaging, lumber and building materials, veneer, batteries, fishing tackle, luggage, shoes, roofing, granites, electric motors, metal plates, metal windows, snow plows, granite memorials, boxes, beverage bottles, industrial machines, paints and others.

Next in importance to the industrial picture in Wausau is agriculture which employs approximately 6,882 persons. Marathon County is one of the leading producers of dairy products and has a total farm income of $33,000,000. In addition to dairy products and cheese manufacturing, fur farming and the raising of livestock complete the major employment pattern of the community in this particular area.

Following agriculture in industrial importance is the retail and wholesale trade area, which employs 5,200 persons. There are 988 retail establishments in the county having a sales volume annually of $87,240,000 and there are 133 wholesale establishments having a sales volume of approximately $49,878,000. Wausau is the major shopping center for the people in central Wisconsin and for the 88,874 persons living in the 1544 square miles which comprise Marathon County.

The remainder of the employment force is evenly divided among construction, transportation, finance, educational services and public administration.

Educational Facilities

The Wausau Public School System has a total enrollment of 8,728. The Senior High School has 2,123 students and a faculty of 89. There are two Junior High Schools enrolling 1,883 students and having a faculty of 100. There are also 14 Elementary Schools.

The Senior High School has strong academic departments, all teachers must be working on a Masters Degree and eventually attain it as a condition of employment. The Science Department uses educational television and team teaching. English, Social Science, Mathmatics and Foreign Languages are all well staffed.

The Vocational program for the Senior High School comprises ten programs directed by 13 teachers in the broad areas of Industrial Education, Business Education and Home Economics. There are two Guidance personnel. The Junior High School offers six different programs which are served by ten faculty members.

Opportunities for further education are available at the University of Wisconsin Extension Center or at the Vocational, Technical and Adult Education Center in Wausau.

Specific Vocational Education Developments

Wausau High School
- Local Vocational Education Coordinator (part-time)
- Vocational Guidance Services
- Secretarial Office Practice
- Clerical Office Practice
- Distributive Education
- Machine Drafting
- Electronics
- Machine Shop
- Woodworking
- Small Engine Repair
- Supervised Job Training (program for special needs students to include on-the-job orientation and work experience.)

MAJOR URBAN-RURAL AREAS

Beaver Dam, Dodge County, Wisconsin

Location and Size

Beaver Dam is located in the southeastern part of the state and has a population of approximately 13,500 persons.

Dodge County has a land area of 892 square miles and according to the 1960 Census had a total population of 63,170 persons. 24.3% of the population was made up of rural farm families, while 46.8% were classified as urban. Although over the past decade the population has increased by approximately 9.6%, the rate of growth has failed to keep pace with the state (15%) or the nation (18.5%) over that same period.

The U. S. Bureau of Census figures for 1960 indicated the median age of the population as being 31.1 years; above the national average. The median family income was reported as $5,245 which is below the national median.

Social - Cultural Environment

Beaver Dam has a Community Theater, a Summer Band, a Cultural Recreation Band and Art Shows to provide for the cultural needs of its people. In addition, its social and recreational organizations and facilities satisfy a wide range of interests. They include two fine golf courses, Barbershoppers, Y.M.C.A., Boy Scouts, Girl Scouts, Kiwanis, Rotary, Lions, Toastmasters, A.A.U.W., Masons, as well as a number or churches and their organizations.

Economy

Dodge County has a total labor force of about 24,000, 70.2% of which are male and 26.7% white collar occupations. Its unemployment rate according to U. S. Bureau of Census for 1960 was a low 3.3%.

Twenty-one industries, large and small, employ approximately 3,000 people in the city of Beaver Dam. It produces soft drinks, wood and metal patterns, silos, boxes, castings, barn equipment, stoves and ranges of all kinds, shoes and hosiery.

Agriculture, however, is extremely important to the economy of Dodge County, which leads Wisconsin in cheese production, peas, corn, barley and alfalfa hay. It ranks second in chicken and egg production. Within the county the dairy industry predominate, but cattle, hogs, and condensed and powdered milk are also produced in large quantities.

Beaver Dam's trading zone extends for 20 miles in almost every direction and has a total population of about 60,000. The city is served by fine highways and the Chicago, Milwaukee and St. Paul Railroad.

Educational Facilities

The Beaver Dam Public School System is comprised of a Senior and Junior High School and six elementary schools. The High School has 905 enrollments and 46 teachers, while the Junior High has 561 pupils and 30 teachers. Overall there are 2,993 students in the system.

The Senior High School for grades 10-12 has physical facilities which include separate wings for academic work, music, and the various vocational programs.

Vocational Programs are offered in industrial education, business education, agriculture and home economics. Cooperative programs with the area are offered in cooperation with the area vocational school. Opportunities for further education in Beaver Dam are limited to one year programs in the Vocational and Adult School but there are excellent opportunities for continuing higher education in the surrounding area.

Specific Vocational Education Developments

Beaver Dam: (All programs planned jointly with the vocational school in Beaver Dam. Courses are taught in the high school by high school teachers except as noted.)

Local Vocational Education Coordinator (part-time)
Vocational Education Staff Inservice Workshop
Vocational Guidance and Testing
Clerical Office Practice
Stenography
Machine Drafting
General Metals 12
Machine Woodwork
Printing
Auto Mechanics (taught at vocational school)
Shop Mathematics
Waitress Training (taught at vocational school)

Menomonie, Dunn County, Wisconsin

Location and Size

Menomonie is located at the north eastern tip of the state overlooking Green Bay. It has a land area of 9 square miles and a population of 8,624. Its growth rate during the past decade has been 4.6% which is well below the state growth rate of 15% and the national growth rate of 18.5%.

The scandinavian population has a median income of $6,058 which is close to the national median of $5,660.

Social - Cultural Environment

The fraternal and civic organizations in Menomonie include the American Legion, the V.F.W., Lions, Rotar, Toastmasters, Chamber of Commerce, Junior Chamber of Commerce, Odd Fellows, Masons, Eagles, Knights of Pythias, and Knights of Columbus. Menomonie is the county seat of Dunn County.

Menomonie is the home of Stout State University. It also has one Junior-Senior High School and four public and two parochial elementary schools. There are 17 churches in the community which have various groups affiliated with them. There is a Theater Guild, a theater and two libraries, which are open to the public.

Economic

Dunn County has a labor force of 9,554 persons, 73.2% of which are male and an unemployment rate of 5.3%. White collar occupations comprise 25.3% of the total occupations according to the U. S. Bureau of Census for 1960.

The most predominant industry is that of agriculture which employs 3,426 persons. Dairy farming is an important phase of the total agricultural industry in this rich farm country.

Next in importance is the retail and wholesale trade which employs 1,460 persons. There are 362 retail institutions which have a sales volume of approximately $27,912,000 and there are 35 wholesale establishments which have $6,837,000 as a sales volume.

The manufacturing industry employs approximately 1,069 persons and involves the production of brick, the processing of dairy products, and the manufacture of sportswear.

Educational services also play a part in the economy of this community due to the presence of Stout State University.

Educational Facilities

The Menomonie Public School System has a total enrollment of 2,774 students. There is one Senior High School with 712 students and a faculty of 37. The Junior High School has an enrollment of 629 students and a faculty of 31. Eleven Elementary Schools serve Menomonie and its environs.

Seven Vocational Programs are offered in the High School in the areas of Business Education and Distributive Education. These programs are directed by 8 faculty members. In the Junior High School there are two vocational programs and four faculty.

Further educational opportunities are afforded by Stout State University which is located in Menomonie.

Specific Vocational Education Developments

Menomonie Senior High School
    Local Vocational Education Coordinator (part-time)
    Vocational Guidance Testing
    Office Practice

Oconomowoc, Waukesha County, Wisconsin

Location and Size

This city, located in the southeastern part of the state, has a land area of 2.7 square miles and a population of approximately 6,682. During the past decade it has grown at the rate of 25% which is somewhat over the growth rate for the state (15%) and that of the nation as a whole (18.5%).

The population is comprised of a mixture of nationality groups with no one group appearing to be predominant.

Social - Cultural Environment

Due to Oconomowocs proximity to the metropolitan area of Milwaukee, many of the cultural benefits of that city such as its art center, zoo, and horticultural conservatory are available to the people of Oconomowoc. Persons in the area have access to the University of Wisconsin Center for higher education. Also the Center serves the total community as a center for many cultural activities.

The individuals in Oconomowoc also have many church and civic organizations and are primarily of the middle and upper social strata.

Economics

The economic discussion of Oconomowoc pertains to Waukesha County in which it is located. Waukesha County has a labor force of 489,958 66.9% of which are male. The unemployment rate in this area is approximately 3.9% with white collar occupations comprising 43% of the total work force.

Of the 470,816 individuals employed, the manufacturing industry employs 190,000 of them which is by far more persons than any other industry. Most of the industries employing these people are small independent operations. The Oconomowoc Area Development Corporation has been formed to encourage growth in this direction, and to attract larger industries.

Next in importance, the wholesale and retail trades employ some 86,000 persons. There are 11,551 retail establishments in the county which have a sales volume of $1,421,736,000 and there are 2,096 wholesale institutions having a sales volume of $2,500,480,000. Other important facets of the employment picture are construction, transportation, public utilities and finance, insurance and real estate. Educational services and public administration are also significant.

Food stores, automobile dealers and hardware and appliance dealers are important to the retail trade in Oconomowoc. It serves as the community shopping center. However, fashion apparel, etc. has a tendency to be purchased in the metropolitan area of Milwaukee.

Educational Facilities

The Oconomowoc Public School System has a total enrollment of 4,223 students. The Senior High School has an enrollment of 1,486 for which there are 72 faculty members. The Junior High School enrolls 367 students and has a faculty numbering 17. There are seven Elementary Schools.

The Senior High School for grades 10,11, and 12 is housed in a newly constructed building. The new building was planned so that additions could be made as the school population increases.

The Vocational Program for the System is centered in the Senior High School which offers 11 different programs. There are 17 faculty members to implement these programs.

Although opportunities for continuing education are not offered locally, Oconomowoc is conveniently situated half way between Milwaukee and Madison both of which offer opportunities for higher education both in general or Vocational, Technical, and Adult Education.

Specific Vocational Education Developments

Oconomowoc High School
    Local Vocational Education Coordinator (full-time)
    Secretarial Office Practice
    Clerical Office Practice
    Distributive Education
    General Metals
    Electronics
    Machine Drafting
    Woodworking

Plymouth, Sheboygan County, Wisconsin

Location and Size

This city is located in the eastern central portion of the state and has a land area of 1.5 square miles with a population of 5,128 persons. During the past decade it has grown at the rate of 12.9% which is slightly below both the state rate of growth (15%) and the national growth rate (18.5%).

The population is predominantly German although there is also a strong English and Irish influence. The approximately 1,700 families in Plymouth have a median income of about $4,800 which is below the national median of $5,660.

Social and Cultural

Plymouth has established the first center for the aged in the country, The Center for Senior Adults. This Center sponsors many programs and activities for the enjoyment of the citizens.

Many educational and cultural opportunities are offered to the city through cooperative planning with the University of Wisconsin Center at Sheboygan and the Vocational and Adult School in Fond du Lac and Sheboygan. Lakeland College, a private liberal arts school, located eight miles from Plymouth adds to the cultural offerings of the community through art, theater, and concert activities.

Civic organizations in the city include the Lions, Kiwanis, Eagles, Masons and several church organizations and interest groups. The city sponsors its own youth center and offers sporting activity in the form of a ski hill and ice rink. There is an active Road American (Sports Car Association) group in Plymouth also. Baseball is a popular sport here as is swimming. There is a municipal swimming pool for city use, several baseball diamonds and city parks. For further social and recreational activity many individuals enjoy the Plymouth Women's Club and its many facets.

Economy

Sheboygan County has a total labor force of 34,728, 69% of which are male. The unemployment rate in this county is 2.7 and white collar occupations comprise 32.2% of the total occupations.

The area employing the most individuals is that of manufacturing which employs 14,319 persons in various metal working industries. Next in importance are the retail and wholesale trades which employ some 6,000 persons. There are 985 retail establishments who have a combined sales volume of $90,885,000 and there are 126 wholesale establishments which have a sales volume of $64,071,000. The retail shopping area draws customers from a 15-20 mile radius.

Also of importance to the economy is agriculture. Some 3,000 persons are employed in agricultural activities which are primarily centered around the production and processing of dairy products.

Educational Facilities

The Plymouth Public School System is made up of one High School and six elementary schools. Overall enrollment for the system is 2,118 students.

The High School enrolls 794 students and has a faculty of 45. There are no faculty members assigned to the guidance program.

There are six different vocational programs offered by the High School. These programs are directed by 10 faculty members.

Although opportunities for further education is limited in Plymouth there are ample opportunities nearby. The University of Wisconsin has a 2-year Extension Center in Sheboygan. Additionally, there are Schools of Vocational, Technical and Adult Education in both Sheboygan and Fond du Lac; each of which offers two-year associate degree programs in a variety of fields.

Specific Vocational Education Developments

Plymouth High School
    Local Vocational Education Coordinator (part-time)
    Vocational Education Workshop
    Vocational Guidance Services
    Secretarial Office Practice
    Distributive Education
    Small Engine Repair
    Graphic Arts
    Electronics
    Institutional Food Service
    Agriculture-Related Occupations

Wisconsin Rapids, Wood County, Wisconsin

Location and Size

Wisconsin Rapids is located in the central part of the state and has a land area of 9.3 square miles, and a population of 15,042 persons. It has grown at the rate of 11.5% during the past decade which is below both the state rate of growth (15%) and the national rate of growth (18.5%). There is only a limited number of foreign born in the city.

Social and Cultural

The Vocational and Adult School of Wisconsin Rapids offers many courses for cultural improvement and has an extremely active night school program. Also offering occasional educational opportunities are extension classes from the University centers at Stevens Point and Marshfield.

Wisconsin Rapids has an active Civic Concert Organization which cooperates with several other cities in bringing in top orchestra concerts.

There is a new library in the city and a local theater where a limited amount of art is on display.

The river which runs through the city and the cities two man made lakes offer many recreational opportunities for citizens and tourists as does the zoo. Guided tours are conducted through the paper mills of Wisconsin Rapids.

Economic

Wood County has a labor force of 21,066 persons, 71.4% of which are male. The unemployment rate is 3.1% and white collar occupations comprise 34.3% of the total occupations according to the U. S. Bureau of Census for 1960.

The major industry in the area is that of manufacturing which employs 8,373 persons primarily in the paper making industry. There are three large paper mills within a 7 mile radius where approximately 50% of the working population is employed. An appliance manufacturer also employs several persons.

The retail and wholesale trade employs 3,455 persons. There are 674 retail establishments with a sales volume of $67,596,000 and there are 72 wholesale establishments with a sales volume of $47,437,000.

Wisconsin Rapids serves as the shopping center for most of Wood County and many of the major chain stores are located here. Most people in the area do the majority of their purchasing in this city.

Agriculture includes truck faming crops and some dairy, the total agricultural industy employs 2,106 persons.

Educational Facilities

The Public School System in Wisconsin Rapids is comprised of one High School with 1,884 students and a faculty of 83, and 17 elementary schools. Overall there are 6,099 students in the system.

The High School for grades 9-12 serves many small rural communities. There presently are plans for construction of a new Junior High School.

There are 12 Vocational Programs at Lincoln High School served by 15 faculty members. In addition to a vocational classroom, there is a distributive education room, a business education room and a shorthand laboratory. There are no full-time guidance personnel.

Further opportunities for education are available at the University of Wisconsin Extension Centers in nearby Marshfield and Stevens Point. Also there is a Vocational and Adult School in Wisconsin Rapids.

Specific Vocational Education Developments

Wisconsin Rapids High School
  - Local Vocational Education Coordinator (part-time)
  - Secretarial Office Practice
  - Distributive Education-Co-op
  - Graphic Arts
  - Electronics
  - Service Station Attendant-Co-op (to begin 1967-68)

MINOR URBAN-RURAL AREAS

Horicon, Dodge County, Wisconsin

Location and Size

This city, located in the southeastern part of the state, has a land area of 1.6 square miles and a population of approximately 2,996 persons. Its rate of growth during the past decade has been 12.5% which is slightly below the state growth rate of 15% and the national growth rate of 18.5%. Horicon has four industries indicating that many individuals who work in the community do not live there.

Social - Cultural Environment

Horicon has approximately 24 civic and community organizations to which members of the community might belong. It has five churches with the Luthern Church appearing to be the dominant. Many people commute to the community to work. The population is primarily of German descent.

Horicon Marsh offers tourist attractions to hunters throughout the state.

Economic

Horicon has a total labor force of 23,995 persons, 70.2% are male and the unemployment rate is approximately 3.3%. According to the U. S. Bureau of Census for 1960, white collar occupations comprised 26.7 of the total occupations.

Manufacturing is the major industry employing about 7,770 persons. John Deere (Farm Equipment) employs approximately 900 while the remainder of the 6900 are employed by Woodcraft, Gardner Manufacturing Company (sheet Metal), Stokely-Van Camp, and Marlin Manufacturing Company (plastics). Next to manufacturing agriculture ranks next employing 4,958 persons. The retail wholesale division ranks third employing 3,580 individuals.

There are 863 retail establishments having a sales volume of $54,608,000 and there are 82 wholesale establishments having a volume in sales of $23,943,000. It appears that prices seem somewhat high in the Horicon area and many people seem to shop out of town.

Educational Facilities

The Horicon Public School System has a total enrollment of 900 students. The Senior High School has 361 pupils and a faculty of 26. The Junior High School has 133 pupils and six faculty members. There are two Elementary Schools.

The Senior High School is located in a modern, air-conditioned building, recently completed at a cost of $2 million.

Vocational programs are offered in the areas of Agriculture, Business Education, Industrial Education and Home Economics. At present there is no full-time guidance person. The Junior High School offers no vocational programs.

The nearest center for further educational opportunities would be Fond du Lac which has a University of Wisconsin Extension Center and a Vocational, Technical, and Adult Education Center.

Specific Vocational Education Developments

Horicon High School
    Local Vocational Education Coordinator (part-time)
    Guidance Testing and Services
    Secretarial Office Practice

Hurley, Iron County, Wisconsin

Location and Size

Hurley is located at the northern tip of the state and has a land area of 2.7 square miles with a population of 2,763 persons. Its rate of growth during the past decade was 8.9% which is below both the state growth (15%) and the national growth rate (18.5%).

Its population represents many nationalities, some of them being Italian, Finnish, Swedish, Polish, Slavic and German. These families have a median income of $6,000 which is slightly above the national median income of $5,660.

Cultural and Social

Forty to fifty per cent of the students of Hurley high schools go on to college and they have an extremely low high school drop-out rate. The National Finnish-American Festival Culture Center is located here. One feature of this center is a Museum telling the story of the Finnish immigrant in America.

Hurley is a tourist community in the developmental stages with emphasis on the ski resort trade.

There are several church groups which provide varied cultural activities.

Economic

Iron County has a labor force of approximately 2,634 persons, 75.1% of which are male. There is an unemployment rate of 5.0% and white collar occupations comprise 29.3% of the total occupations.

The major industry in Hurley is that of wholesale and retail trade which employs 500 persons. There are 183 retail establishments which have a sales volume of $6,960,000 and there are 12 wholesale establishments which have a sales volume of $2,211,000.

Next in importance is the manufacturing industry which employs 294 persons. These are small industrial companies.

Educational Facilities

The Hurley Public School System has a total enrollment of 1,184 students. There is one high school, with 432 pupils and a faculty of 28, and seven elementary schools.

The High School is located in an old physical plant and operates under the handicap of limited physical facilities.

Vocational Programs are offered in both Business and Distributive Education, with work either existing or planned in four areas.

The closest center for vocational or higher education would be found in Duluth

Specific Vocational Education Developments

Hurley J. E. Murphy High School
- Local Vocational Education Coordinator (part-time)
- Vocational Guidance Service
- Applied Secretarial Practice
- Clerical Office Practice
- Distributive Education
- Metal Fabrication

St. Croix Falls, Polk County, Wisconsin

Location and Size

This small town is located at the northwest side of the state and has a population of 1,500. The median income of this group is 2,900 per year which is well below the national median of $5,660.

The population is composed primarily of individuals who are of Danish, German and French descent. Many of these families have been in the community for sometime and might be described as rural, agriculturally oriented and conservative.

Social - Cultural Environment

St. Croix Falls is a receptive and talented community in terms of music, drama, and the arts. It has many active drama, art and music groups as well as several other community groups for persons with specific cultural interests, which range from skin diving clubs to a historical society. There are many active church groups in the community.

Economic

Polk County has a total work force of 9,147 persons, 73.9% being male. Its unemployment rate is 4.1% with 28% of the labor force involved in white collar occupations.

The industry employing the most persons in this area is that of agriculture with approximately 3,000 individuals in this area. These farms seem to include 20-30% which are prosperous and many others which are marginal operations. Forestry and government lands are prevalent. Farm products include small grain and corn operations, livestock (dairy) and some poultry and seed production.

Next in importance in this county is the retail and wholesale trade area which employs 1,334 persons. There are 419 retail operations in the area which have a sales volume of $27,232,000 and there are 37 wholesale institutions having a sales volume of $13,520,000.

Manufacturing is a comparatively important segment of the communities economy employing 1,280 persons, however it seems not to be an industrial community. It seems however to have tourist attraction.

Many people from this area shop in the Minneapolis - St. Paul area.

Educational Facilities

The St. Croix Falls Public School System has a total of 1,119 students. There is a Senior High School, a Junior High School, and four elementary schools.

The Senior High School has an enrollment of 340 students for which there is a faculty of 20 teachers. Academic standards are high and about 40% of the graduates go on to complete college. About 30% of the graduates get scholarships. The guidance program which begins in the Junior High School is continued through the Senior High School and is directed by one faculty member.

The Vocational Program for the High School offers work in seven different programs in the broad areas of Business Education, Industrial Education, and Home Economics. There are five faculty members to administer these programs.

Opportunities for further education are limited in St. Croix Falls, however, the Minneapolis-St. Paul area is very accessible.

Specific Vocational Education Developments

St. Croix Falls High School
- Local Vocational Education Coordinator (part-time)
- Office Practice
- Industrial Drafting
- Machine Drafting

Spooner, Washburn County, Wisconsin

Location and Size

Spooner is located in the far northwestern part of the state and has a population of 2,600 persons in the city and a population of 10,000 in the county of Washburn.

The population is composed of approximately 20% Italian descendants and the total population has a median income of $3,026 which is far below the national median of ($5,660).

Social - Cultural

Most of the social and cultural activities center around the schools and the churches. There is a clinic, a Forest District Headquarters and many fisheries in the town.

There is a branch experiment station located in Spooner which encourages interest in agricultural and conservation development. The National Guard, Kiwanis Club, Chamber of Commerce, and Jr. Chamber of Commerce are some of the organizations within the community. Each year Spooner sponsors a rodeo as well as various sports shows. Many civic organizations center around the communities interest in conservation.

Economic

Washburn County has a labor force of 3,639 persons, 71.3% of which are male. It has an unemployment rate of 6.5% and white collar occupations comprise 34.1 per cent of the total occupations.

The major industries in this area are agriculture which employs 695 persons in the production of dairy products, beef and trees. The retail wholesale trade employs 681 persons. There are 217 retail establishments whose sales are $17,948,000 and 18 wholesale establishments who have a sales volume of $5,239,000.

The manufacturing industry employs 441 persons in areas such as dairy processing and wood products production.

Educational Facilities

The Spooner Public School System has a total enrollment of 1,589 students. The High School has 523 pupils and a faculty of 36. The Junior High School enrolls 550 and has a faculty of 26. There are eight elementary schools.

The Senior High School offers extensive academic work in Science, Mathematics, Foreign languages, and Music.

The Vocational Program for the High School consists of nine programs directed by a faculty of seven. Programs are offered in Agriculture, Home Economics, Graphic Arts, Industrial Education, and Drafting.

The nearest centers for further educational opportunity would be Duluth or the Minneapolis - St. Paul area.

Specific Vocational Education Developments

Spooner High School
- Local Vocational Education Coordinator (part-time)
- Office Practice
- Printing
- Metal Fabrication and Processes
- Vocational Woodworking
- Waitress Training

APPENDIX B

EFFECTIVE AND INEFFECTIVE CRITICAL INCIDENTS IN THE DEVELOPMENT OF NEW VOCATIONAL EDUCATION PROGRAMS

The critical incidents contained in this appendix are classified into seven categories. These seven categories and the number of incidents in each are as follows:

Category I - Organization of Program (1-60)
Category II - Public Information and Relations (61-85)
Category III - Operation of Program (86-121)
Category IV - Staff Relationships (122-157)
Category V - Coordination (158-190)
Category VI - Curriculum Planning and Development (191-212)
Category VII - Student Selection, Guidance and Placement (213-303)

Within each category are sub-groups according to effective, ineffective, or no action incidents. Following each incident is a code number. The first number is the pilot school and the second is the respondent classification (1 - vocational teacher, 2 - administrator, 3 - counselor, and 4 - local vocational coordinator). From these incidents twenty-two critical requirements were found and are reported in Appendix C.

CRITICAL INCIDENTS REPORTED
IN INITIATION OF HIGH SCHOOL VOCATIONAL PROGRAMS

AREA I - ORGANIZATION OF PROGRAM - EFFECTIVE

1. Asked for 1 month extension of contract to plan vocational program for coming year - got 2 weeks. Met with LVC. Mutual exchange of ideas and info. Favorable results. (1-1-1-1-9)

2. Local voc. coordinator arranged for coordinator to appear at the Board of Education meeting to present program to board. Many questions asked. Proposal not voted on but given implied consent. (1-1-1-1-7)

3. Set up courses for "nurses' assistant." Visited two hospitals and met with hospital administrative staff, nurses, state supervisor of nursing, principal, supt. of schools, voc. coordinator etc. Hospitals not interested in course due to similar course offered by vocational school for out-of-school students. One hospital was interested. (1-1-1-1-6)

4. Board of education felt high school should provide students with an academic background. Progress reports about the vocational program were submitted to the board for review. Board has given full support to the program. (1-2-1-1-0)

5. A meeting was held to explore the possibilities of setting up a nurse's aide program. After an in depth discussion it was decided not to set up a program in this area. Not appropriate for a high school student. (1- 2-1-1-5)

6. Needed to hire a replacement teacher who could either be a office occupations coordinating teacher or a distributive education teacher. Advertised in states outside of Wisc. and recruited a teacher from Iowa to teach distributive subjects. (1-2-1-1-8)

7. Coordinating teachers needed a course in organization of coop. programs. A delay in certification would delay the program. An experienced teacher will teach a 2 week institute to prepare these teachers. One year certification will be given. (1-2-1-1-5)

8. LVC institute gave necessary background to set up programs in vocational education. It would have been practically impossible to organize a program without this training. (1-4-1-1-9)

9. Making plans to incorporate a new department within the present department. Visited other schools for observation. Gained better understanding of what was needed. (2-1-1-1-3)

10. Needed additional floor space for expanded facilities. Presented needs to administration. Have succeeded somewhat in accomplishing needs. (2-1-1-1-6)

11. As a pilot school, confronted with vocational vs. pre-vocational philosophy for industrial arts, bus. ed. and eventually home ec. Selected pre-vocational with the aim of working cooperatively with new tech. school. This will enable the voc, tech. and adult school to grow with no competition from high school. (2-2-1-1-0)

12. Summer work shop set up for vocational teachers and coordinators. Worked together for 3 weeks setting up vocational program. Program well received by students, parents, school admin., and community. Without workshop program would have had many difficulties. (3-2-1-1-9)

13. Presented program to board of education. Business mgr. and supt. requested the Board to request additional funds from city to carry on and expand program. Request was granted. Program given a real push. (3-2-1-1-7)

14. Requested the use of same advisory committee serving the voc-tech school. Numerous joint meetings held to set up courses and coordinate with voc. school. Fine working relationship developed with voc. school and advisory committee. (3-2-1-1-0)

15. Ran into difficulties in setting up coop programs. Contacted business placed to secure permission to set up observational visits. Well received - visits exceptionally beneficial. A real motivation to students. (3-2-1-1-0)

16. Summer workshop set up for coordinators and teachers in voc. program. Teachers well oriented and made necessary preparation for courses to begin in Sept. (3-4-1-1-9)

17. Board of education has approved expanding program to include T & I. Plan to have classes in T & I next year. (6-2-1-1-7)

18. Meeting of the coordinator and teachers were held to discuss setting up program. Result - with groundwork laid programs would begin to develop. (7-1-1-1-1)

19. Realized need to establish advisory committees in business ed., ind. ed., and will have a committee appointed in D.E. by end of school year. Excellent results with both committees. (12-4-1-1-0)

20. A luncheon was held to gain the business community's support for training stations. The program was explained and businessmen took an interest and indicated willingness to participate. (14-1-1-1-5)

21. A steering committee of local business and industrial leaders was selected to establish a working relationship with people in the community. The committee is providing support for an expanded vocational program. (15-2-1-1-2)

22. Establishment of steering committee and advisory committees in five major instruction areas as well as one related to labor. (15-4-1-1-2)

23. Staff meetings held with teacher in vocational subject areas. Progress reports made - discussion followed. Administration and guidance personnel attended meetings. Teaching staff sympathetic to cause - administration and guidance interested but offered minimum help. (15-4-1-1-0)

24. Employers expressed an interest in hiring students to be waiters and waitresses. A "waiter-waitress" course was started on Sat. mornings. The course was well received by the students. (17-3-1-1-7)

25. The D.E. coordinator needed time to set up the first year program in D.E. The coordinator was assigned one period to set up the program. (18-1-1-1-1)

26. Advisory committee formation was a problem that had to be resolved. The high school formed their own advisory committee for B.E. and D.E. The joint apprenticeship committees at the vocational school were used for the T & I programs. The voc. school advisory committees have not been too concerned with the high school program. (18-4-1-1-0)

27. Local vocational coordinator had to sell idea of setting up a steering committee to give advice in setting up vocational programs. Members of committee are now strong supporters of the vocational program. (17-4-1-1-1)

28. The vocational school was very helpful in planning and implementing the vocational programs on the high school level. (18-4-1-1-9)

29. Applications filled out for approval of five courses in ind. arts - also application for teacher certification. Approval granted, applications approved. Entire department stimulated. additional T & I course was added. Close working relationship with local vocational school and technical institute. (19-1-1-1-5)

30. Application made and acceptance received to become pilot program school under the voc. ed. act of 1963. Pilot project approved by school board. Bus. ed. dept. up graded. (19-1-1-1-4)

31. Survey of business community made to determine kinds of office machines in use. Acquisition of equipment made on basis of survey for an office laboratory. (19-1-1-1-9)

32. Interviews with businessmen and industrialists to identify specific needs. Program planned to meet the needs of the community. (19-2-1-1-9)

33. Meeting of vocational coordinator with those of other communities and with those responsible for organization of vocational projects under voc. ed. act of 1963. Pilot program was launched after writing up project to be used as pilot plan. (19-2-1-1-1)

34. Hired D.E. and power mechanics teachers. Worked on curriculum for these and other courses aimed at specific ability groups. Program strengthened. (19-2-1-1-1)

35. Formation of coordinating committee among high school and vocational school counselors. Better understanding and coordination. Information available for advising students. (19-3-1-1-0)

36. A decision was made to use the advisory committees of tech. institute for our vocational programs at the high school. (19-4-1-1-9)

37. Should we go ahead and set up a cooperative program right away or should we wait before we decide to set up a cooperative office occupations program? The administration decided to wait another year. (19-4-1-1-9)

38. Decisions had to be made in setting up our distributive education course before we hired our teacher. We adopted course titles and let the D.E. teacher select the textbooks and set up the curriculum. (19-4-1-1-4)

39. Visited class to present voc. program to students. Showed displays, held discussions and reviewed textbook. Students gained better knowledge of program. (20-1-1-1-1)

40. Opportunity to participate in vocational pilot program resulted in the selection of a vocational coordinator. The coordinator started to develop course sequences in business education. He also developed distributive education. (20-2-1-1-7)

41. High school hosted a workshop for bus. ed. dept. and T & I people. The purpose of the workshop was to discuss the present program at the high school and make plans for future programs. Results used in future course descriptions and budget preparation. (20-2-1-1-6)

42. The local vocational coordinator met with the T & I staff to help prepare plans for future programs. (20-2-1-1-7)

43. In determining goals and objectives of new program the school staff (bus., T & I faculty, guidance and adm.) met with staff from SDPI. Discussion helped establish guidelines and student survey plans. (20-4-1-1-3)

AREA I - ORGANIZATION OF PROGRAM - INEFFECTIVE

44. Meetings help with ind. arts, art, bus. and Home ec. teachers. Discussed possibility for vocational courses. Majority of teachers agreed to take part. Some married teachers felt they couldn't give up time without school board credit and additional pay. (1-1-1-2-2)

45. Too much emphasis was placed on getting in the vocational program and getting started too fast. Courses were started without proper planning. There was uncertainty which was conveyed to the students, teachers and businessmen. (1-4-1-2-0)

46. Some programs will be difficult to start because there are no qualified teachers. An intensive recruiting program has not filled all the vacancies. (1-4-1-2-0)

47. Attempted to establish coop program in T & I and Bus. ed. Contacted state employment office, industrial commission and employers regarding cooperative education. Age, labor laws, insurance, small business definitions and employers in various areas objected to or prohibited establishment of program. (3-2-1-2-9)

48. Did not have D.E. instructor when D.E. course was programmed. Didn't have full information to advise students. Some students wouldn't take course until they knew what was expected of them. About half of the students signed up were seniors and therefore

probably will not have enough students for the second year of D.E. in 67-68. (4-3-1-2-7)

49. Status and time allowed for coordinator was inadequate. Duties assigned on general availability of total staff. Coordinator acts as head of ind. arts dept., teaches five classes daily. Progress of program suffered. (15-4-1-2-0)

50. Added federal programs placed unexpected burden on coordinator. Too much work - not enough time. Have extra secretary for next year. (16-4-1-2-0)

51. During field trips, discussions and panels to orient the school about vocational education, it was realized there was a large amount of equipment needed which the school could not afford. (17-2-1-2-5)

52. Adequate time was not set aside to set up the facilities and inform the counselors and teachers about the new vocational programs. Moved too fast. (18-2-1-2-0)

AREA I - ORGANIZATION OF PROGRAM - NO ACTION

53. School budgeting set up on calendar basis. Budget to begin Jan. 1966 was started in fall of 1964. Reimbursement funds not anticipated then nor included in revenue section. Supt. had to go to city council and request $14,000 increase in revenue section of budget. Council granted request. Supt. became more cautious when considering proposed programs. (3-4-1-3-7)

54. It is difficult to get a new course approved in this school. An attempt is being made to set up a metal fabrication course. It depends on getting a qualified instructor and getting money approved to purchase equipment. (5-4-1-3-8)

55. Steering committee investigated the possibility of transporting some of the high school students to a neighboring community voc. school to take courses. __________ voc. director devised a voc. tract for ______ students. The idea is now being studied by the board of education. (5-4-1-3-8)

56. Lack of office space and personal phone for coordinating teacher. Uses facilities of the counselor. No arrangements have been made to correct the problem. (10-3-1-3-0)

57. Need to prepare voc. coordinator in the fields of testing, test selection, data gathering and design. (12-3-1-3-0)

58. School district hired a D.E. coordinator to prepare a D.E. program for school year 66-67. Coor. left school district at the end of first semester. He just didn't fit into our system. Hired another teacher to take over and is now ready to work on next year's program. (12-4-1-3-0)

59. Interviewed industrial arts teachers to find a teacher who would meet vocational certification. Unable to locate a qualified teacher. (15-2-1-3-8)

60. The union objected to the teaching of carpentry on the high school level. There is a question whether the union or the board of education have the responsibility of setting up vocational programs. (18-2-1-3-6)

AREA II - PUBLIC INFORMATION AND RELATIONS - EFFECTIVE

61. Coordinator had a four page pamphlet printed which explained the vocational program. This pamphlet was distributed to students, parents, teachers and employers. It has been an effective way of explaining the various vocational programs in the high school. (4-4-2-1-4)

62. Vocational programs explained to central labor organization of _______ ____. Members of labor got the wrong impression from the talk. They started to spread false information about vocational programs. Coordinator again talked to labor representatives and the misunderstanding was explained. (4-4-2-1-0)

63. Radio program discussing voc. ed. program. Panel (voc. coordinator & state official) answered questions phoned in by listeners. Much interest generated by program. (6-4-2-1-1)

64. During orientation week, vocational program was explained to parents and students. Parents and community were better informed. (7-3-2-1-9)

65. Newspapers, radio, c. of commerce newsletter was used to inform public about an occupational survey. Individual telephone contacts made with all interviewers to set up specific interview times. Excellent response by all those interviewed. (7-4-2-1-5)

66. Employer-employee dinner at ____ ____ Plant. Fine response. Good local press and publicity. (9-2-2-1-8)

67. D.E. coordinator invited the news editor of the local paper to observe his class. The coordinator and editor had lunch together and discussed the possibility of a news story. About two weeks later a full page spread came out in the local paper. (9-4-2-1-3)

68. An employer-employee appreciation banquet was sponsored jointly by the coop students from 2 high schools. Students were responsible for setting up the program. There was newspaper and TV coverage. Banquet was a huge success. (9-4-2-1-8)

69. Members of cooperative training class held an employer-employee banquet. This entire banquet was arranged by the students. Girls were poised and handled the situation well. Their employment had matured them. (10-1-2-1-8)

70. Two high school decided to hold an employer-employee banquet. Approval was obtained from the administration. The banquet proved to be a success. Admin., employers and students were sold on the idea. (10-4-2-1-8)

71. A clinic was held for counselors and students to explain opportunities in the construction trades. Both students and counselors now have a better idea of programs that are available without college training. (11-3-2-1-8)

72. Brochure prepared describing cooperative training program and mailed to every student's home in district. Increased interest from parents. (13-4-2-1-2)

73. A meeting of parents was held followed by personal visitations to explain the program. The parents received the program with enthusiasm and promised to cooperate with the school. (14-1-2-1-3)

74. The school publications supervisor was contacted about publicity for the pilot program. He contacted the local newspaper and a series of articles was published from August 65 through June 66. (14-4-2-1-9)

75. Secretarial practice class organized and prepared a booklet 2000 copies made. Distributed to those attending open house at school. To be used to inform students, parents and others interested regarding course offerings in education for business. (20-1-2-1-3)

76. Vocational coordinator planned dinner meeting held in school cafeteria. Attended by various business representatives, students and teachers. Students distributed information sheets regarding vocational program. Created interest. (20-1-2-1-7)

77. The local vocational coordinator explained the Vocational Act of 1963and the beginning program in distributive education to the high school PTA meeting. Students demonstrated various techniques that they had learned in salesmanship class. (20-2-2-1-2)

78. Local vocational coordinator, prin. and voc. teachers presented the present D.E. program as well as the projection in various voc. areas to the Board of Ed. (20-2-2-1-4)

79. The local vocational coordinator and two students explained the distributive education program to Kiwanis members at one of their dinner meetings. (20-2-2-1-7)

80. To get parents informed a talk and student sales demonstration was given to about 500 people. It created interest and prompted questions from parents and businessmen. Students did an effective job of selling the program. (20-4-2-1-2)

81. Local paper and radio had not been covering program development. Discussed the publicity problem at advisory committee meeting and advisory members in turn told news media of importance of program. Vocational education now gets attention by news media. (20-4-2-1-5)

82. Needed to inform businessmen about program. Gave talks and student demonstrations at Kiwanis and Retail Bureau of C of C. Created considerable interest. (20-4-2-1-7)

83. DECA and FBLA clubs sponsored dinner for businessmen. Informed business about vocational program. Activity created interest in students and students developed acquaintanceship with businessmen. (20-4-2-1-7)

AREA II - PUBLIC INFORMATION AND RELATIONS - INEFFECTIVE

84. The Kiwanis Club was contacted and an opportunity to talk to them was provided. The need for cooperation and training stations was explained. No interest or support was given by the Kiwanis. (14-4-2-2-1)

85. A board member asked some questions about a vocational progress report. The discussion that followed raised doubt in the minds of other board members. Board members should direct this type of question to the coordinator before the public meeting. (1-2-2-2-7)

AREA III - OPERATION OF PROGRAM - EFFECTIVE

86. Teacher is teaching 5 classes and trying to get D.E. started. Request for reduced teaching load. Request granted - released one hour per day to work on D.E. program. (1-1-3-1-3)

87. Teacher, coordinator and principal decided to use additional room to house new equipment for graphic arts. Wall left intact until the new room had been used for rest of the year. (2-1-3-1-0)

88. Problem of selecting right machines for dept. Made field trips to area industries and vocational schools. Helped instructors develop a better equipped shop. (2-4-3-1-3)

89. Classes too small. Combined machine shop XI with voc. machine shop. (3-1-3-1-0)

90. Instructor saw a need for development of instructional materials for students working on adding machines, calculators, mimeograph and duplicator. Instructor worked up some projects for the students to use. Through this method student interest was kept high throughout the year. (4-1-3-1-0)

91. Requested purchase of some needed equipment. Request was granted. Some equipment late in delivery. (5-1-3-1-2)

92. Advanced shorthand class taken on field trip to local industry. Girls worked half day with girls in the office. Reported a very rewarding experience, also promoted better community relations. (5-1-3-1-8)

93. Coordinator's lack of understqnding of the total school curriculum relative to the vocational curriculum. Conference held with coordinator. Appears to have better understanding of need to sell the program to the community. Also need to build confidence in the coordinator first. (5-2-3-1-1)

94. Difficulty in programing in scheduling combined classes in office practice and applied sec. science. Able to continue program. (6-2-3-1-8)

95. D.E. was placed into the curriculum too late to effectively select occupationally qualified students. The D.E. class has made some progress, but not as much as the teacher had anticipated. but the LVC gave extra help. (7-1-3-1-1)

96. Need for more resource materials for D.E. Course text book centered. Need better teaching procedure and techniques.

These problems discussed with teachers and supervisor. Inservice work, better planning, observations improved teaching. (8-2-3-1-0)

97. Need for better physical facilities, equipment and materials. Discussed with teachers and supervisor. Some materials obtained and equipment is on budget for next year. (8-2-3-1-0)

98. Coordinator did not have enough time to do an adequate job of coordination. During the second semester the coordinator taught three classes in the morning and had the rest of the day for preparation and coordination. Easier for the coor. to carry out his duties. (9-1-3-1-5)

99. D.E. coordinator concerned about lack of facilities. Went to principal, complained, asked for transfer. Remodeling and acquisition of materials speeded up. Repair division completed work. Coordinator better organized, gained enthusiasm. Student response improved. (9-2-3-1-2)

100. Several students were required to do display work at their training stations. Since they were having difficulty, the instructor organized a nine week project on display. The students were instructed and asked to build classroom displays. Attitude was good and their display work proficiency on the job increased. (9-4-3-1-7)

101. Through the purchase of equipment made possible by federal funds, it is now possible to offer more specialized training and prepare students for a more complex business office. (12-1-3-1-2)

102. Teacher assigned to study hall during coordination time. Voc. coordinator explained situation to prin. and asked that teacher be released from study hall assignment. Teacher released and regained coordination time. (13-1-3-1-6)

103. Counselors felt D.E. teacher was taking over counseling duties relating to D.E. students. It was decided that counselors would select students - teacher would have final o.k. Teacher does majority of selection. (13-1-3-1-3)

104. Survey taken of students to determine how many were working part time while in school. Repeat of survey taken 2 years previously. Survey showed increase in working students. (13-3-3-1-7)

105. Vocational coordinator position tied in with ind. arts dept. Big turn over of coordinators. Coor. position switched to

another department. Working better. (16-2-3-1-9)

106. Announcement was made that anyone taking any vocational courses must be considered as terminal education. Subsequent announcements corrected this statement. More improved attention by students. (16-2-3-1-8)

107. Unexpected illness of key man - out 30 days. Coordinator taught classes and progress continued. (16-4-3-1-0)

108. First two weeks of class devoted to project of following a product from sales organization to delivery. Students well informed and interested. All placed on jobs. (16-4-3-1-1)

109. A secretary was needed by the local vocational coordinator to work part time on vocational reports and records. Sec. in supt. office given this job. She wasn't too receptive, but work is getting done. (17-4-3-1-4)

110. Selection of students was made in a hurry. As a result, there was a problem in filling out the career objective forms. Corrective action had to be taken and effective groups and individual guidance is resulting; although initial action was not good, subsequent concentration on counseling is good. (18-4-3-1-8)

111. Project requests for the 1966-67 school year had to be in to the dept. of public inst. by the beginning of Oct. As a result hasty decisions were made. Equipment change requests were sent to SDPI and corrections made. LVCs should not hesitate to make change requests if initial decisions are unwise. (19-4-3-1-6)

AREA III - OPERATION OF PROGRAM - INEFFECTIVE

112. The largest industry in town had a minimum age for employment of 18 years. Asked company to make exception for part time training students. Request was refused. (5-1-3-2-2)

113. The D.E. coordinator had not been hired and it was necessary for the department chairman to interview prospective students. As a result, there were some insincere students who got into the program. (9-1-3-2-9)

114. Coordinating teacher inherited a class of 35 students. She had the job of reducing the class size. Finally got the class size down to 27 by having 8 of the students rescheduled. Students cut were unhappy because they couldn't be in program. (10-4-3-2-9)

115. The need arose for more time to coordinate and supervise the cooperative training program. School did not give the coordinator enough released time to do an adequate job of supervision. (14-1-3-2-0)

116. Program introduced after the class scheduling had been done for the following school year. Limited response from students resulted. (16-2-3-2-8)

117. Lack of adequate classroom space caused a problem when new vocational classes were substituted for existing industrial arts classes. Students interested in industrial arts had limited course offerings. (18-2-3-2-0)

118. A meeting of the voc. school coordinating committee was held to discuss the present operation of the diversified occupations program. The meeting did not settle any problems that had been encountered in the operation of the program. (19-4-3-2-5)

AREA III - OPERATION OF PROGRAM - NO ACTION

119. Since school is small and facilities limited, it was suggested that some vocational students be sent to the voc. school for courses unavailable otherwise. Idea presented to advisory committee - idea rejected. (5-1-3-3-2)

120. An order was placed for equipment to furnish a D.E. room. No action was taken and the equipment was not received during 65-66 school year. (8-4-3-3-0)

121. Concern regarding working relationships between counseling program and vocational program. Specifically - planning, coordination, communication, orientation. (13-3-3-3-0)

AREA IV - STAFF RELATIONSHIPS - EFFECTIVE

122. Explanation given of the requirements needed for certification needed for certification of a teacher to participate in vocational programs. Some questions asked regarding availability of courses for certification. Some teachers are trying to schedule specific courses. (1-1-4-1-7)

123. LVC has arranged for training to be given immediately after school ends this spring. One week and week ends to help people become qualified. (1-1-4-1-8)

124. Teachers are required to go back to summer school and some also have to work during the summer to prepare to teach vocational courses in the fall. A meeting has been held to determine what the compensations for these activities should be. Some sort of compromise pay scale should be reached. (1-2-4-1-8)

125. Administrators had a misconception about the equipment and reimbursement under the voc. act of 1963. Coor. and DPI explained that the projects had to be submitted and approved. Fifty per cent reimbursement would be made on approved equip. purchases. (4-4-4-1-9)

126. D.E. coor. worked as a secretary to local vocational coor. In addition to sec. duties, the D.E. coor. developed student selection forms and learned about other phases of the program. (7-1-4-1-9)

127. The vocational coor. met with the teacher to explain how to conduct a community survey. He pointed out how to handle problems that might arise. The result was a complete and comprehensive survey in a short period of time. (7-1-4-1-3)

128. Sell the idea of a double period for voc. classes to the admin. After repeated consultations the idea was approved by the administration. (7-1-4-1-0)

129. Lack of communication of personnel in program. Need improvements in teaching. Suggested strong and active observation of teacher by supervisor to improve public relations of program. (8-2-4-1-0)

130. Coordinator asked the dept. chairman from D.E. to accompany him on coordination calls. Dept. chairman now has a better understanding of coordinator's problems. (9-1-4-1-4)

131. D.E. coordinator wrote a descriptive report of each employee student. Counselors and admin. impressed with student progress, particularly of individuals who had not been easy to reach previously. (9-2-4-1-6)

132. Many of the teachers had vague impressions of what vocational ed. was all about. Talks to teachers and homerooms helped to sell the story. Result was better understanding on the part of teachers in the system. (9-3-4-1-0)

133. Administration showed a lack of interest in the program. Coordinating teacher kept the admin. informed and looked for better ways to develop interest in the program. Presented a speech to the faculty. (10-4-4-1-2)

134. A meeting of staff members was held so the D.E. program could be explained by coor. and D.E. instructor. Staff members showed interest and demonstrated support. (12-2-4-1-3)

135. Spoke to faculty during preschool inservice. The faculty had a better understanding of voc. ed. and what we are trying to do and why. (12-4-4-1-1)

136. Took 3 guidance counselors to meeting in Milwaukee conducted by Allied Construction Employers' Assoc. regarding apprenticeship programs. Counselors much better informed. Better understanding of program. (13-3-4-1-8)

137. Set up program at administrative staff meeting informing all members of the admin. about the cooperative training program. (13-3-4-1-2)

138. Need for orientation of counselors to vocational program. Met with coordinator and other counselors - greater insight to objective and conduct of program. (13-3-4-1-0)

139. Concern for counselor involvement in vocational program. Assigned one counselor from each school (3) to coordinate, cooperate and communicate with voc. coordinator. Some success, but still need improved communications. (13)3-4-1-0)

140. Bulletin prepared describing duties of teacher coordinator position and distributed to entire teaching staff. Other teachers better informed regarding coordinator's activities. Cleared up question regarding teacher loads. (16-4-4-1-9)

141. Took guidance man along when lining up training stations. Guidance man gained helpful insights. (16-4-4-1-9)

142. Professional jealousy arose concerning the position of the local vocational coordinator. A meeting was held to clarify the fole of the coordinator and his role within the program. (17-4-4-1-6)

143. Local vocational coordinator talked to guidance dept. about the importance of upgrading vocational ed. Also, the importance of getting qualified students into vocational programs. (17-4-4-1-1)

144. An in-service training program for teachers and counselors could not be carried out as scheduled. So, teachers and counselors were called into the office of the coordinator at their convenience to have the program explained and discuss problems. (18-4-4-1-9)

145. A Sat. meeting was arranged for vocational counselors and school admin. to hear progress of program as presented by LVC and member of state dept. staff. Better understanding of voc. programs resulted. (20-1-4-1-3)

146. Staff members of vocational departments met together and discussed new program. Application was made to SDPI and department members attended area meeting. Group enthusiasm was high as we began preparation in school system. (20-4-4-1-7)

147. During in-service days before school, vocational coor. given opportunity to explain new voc. program to all teachers. Their support was solicited. Presentation created interest and support was received. (20-4-4-1-9)

AREA IV - STAFF RELATIONSHIPS - INEFFECTIVE

148. LVC had staff in all areas working one whole semester without extra pay to set up programs, make surveys, etc. Staff assumed they would teach in voc. programs the following semester - then found out they had to take a course to become certified. Action was delayed - quality and quantity of work suffered - low morale. (1-1-4-2-6)

149. Work load organizing voc. courses bogging teacher-dept. head down. Met with LVC, decided to continue development of bus. ed. program. All work done in line of D.E. and O.E. to be handled through the LVC. (1-1-4-2-1)

150. Teachers who will set up coop programs needed to work a longer period of time. The teachers refused a 5% amount of their salary. They wanted 10% of their salary to work this additional time. (1-2-4-2-8)

151. Requirements for vocational certification were explained to teachers. Teachers were concerned about these requirements. A lot of confusion was caused because they had to change their summer plans and special contracts had to be drawn. (1-4-4-2-4)

152. Too many meetings were held the first year. Admin. cooperated as much as possible. Hard to find sub. in certain cases. (1-4-4-2-0)

153. When the business education coor. was made voc. coor., he was not able to devote as much time to his own dept. Bus. ed dept. is not managed as well as it could be. (12-1-4-2-0)

154. The voc. teachers felt that money should be allocated for staff to maintain equipment of T & I shops. A proposal was submitted but not approved by the board of ed. Board said it would deal only with request from teachers' union. (18-4-4-2-1)

AREA IV - STAFF RELATIONSHIPS - NO ACTION

155. Counselor told boy interested in merchandising that D.E. was only for low ability students. Problem discussed with head counselor. Question and answer session arranged with all counselors. (13-1-4-3-8)

156. Teacher reported that a counselor had advised student against taking a D.E. sequence of courses. Had meeting of counselors to emphasize objectives of program. (13-3-4-3-8)

157. Vocational teachers feel that they should receive a higher salary for the additional requirements needed for certification. Financial help should be provided to the teacher to meet these requirements. (18-2-4-3-0)

AREA V - COORDINATION - EFFECTIVE

158. SDPI team visited and evaluated program development to date. A detailed report was submitted and a basis was given for future recommendations. (1-4-5-1-7)

159. Need for obtaining names of those interested in serving on advisory committee. Met with depts. in question and businessmen to inquire. Have list - must be o.k.ed by board of ed. (2-4-5-1-6)

160. Conducted 6 field trips to various manufacturing companies. Developed much interest - should be done more often. (3-1-5-1-0)

161. Negative reaction in business leaders to federal involvement in program. Felt it necessary to down play govt. involvement and sell idea of program on own merits. Also, business leaders refused to sign written agreements regarding training. Expect better reception on this when state and federal govts.'

participation is not emphasized. (5-2-5-1-2)

162. When the local vocational coor. started in the fall he was a stranger to the community. Through a community survey, the coordinator became acquainted and explained the program to the community. Coordinator had difficulty in justifying the amount of time involved. (5-4-5-1-0)

163. Visited local stores to discuss training stations, made speeches at Kiwanis and Rotary Clubs. Solicited cooperation from training stations. Obtained many trade journals and useable equipment. (6-4-5-1-0)

164. In appearing before groups in the community, there was interest expressed by businessmen in the D.E. program. Many expressed a desire to provide training stations. Ample supply of stations now for 1966. (8-4-5-1-0)

165. Coordinating teacher arranged talks with Assoc. of retailers. They were very receptive to the D.E. program - provided one half of the training stations. (9-4-5-1-9)

166. Two cooperative students were placed on filing jobs. Requested they be moved to departments where they could use their shorthand and typing skill. Coordinating teacher finally convinced employer to switch the girls to a new department. (10-4-5-1-5)

167. A company contacted during the summer of 1965 is now interested in employing one of the coop. students. The company may become a future training station for coop. training programs. Successful graduates help to sell the program. (11-4-5-1-8)

168. Meeting with members of the area tech. school and voc. school to explain the high school program in electricity-electronics. Result was articulation of program and evaluation of high school program. (12-2-5-1-2)

169. Contacts made by vocational coordinator and metals' teacher with employment managers, shop foreman. Result was work opportunities for capable students after school and during the summer. (12-2-5-1-7)

170. Used advisory committee to help evaluate program and bring staff members in industrial arts up to date with current trends and practices. Excellent working relationship between the committee and staff members. (12-2-5-1-7)

171. A follow up study of graduates was conducted to see what type of entry job the students secured. Information secured has

proved to be valuable in program planning and evaluation. (12-2-5-1-0)

172. The need to know the activities of our 1964 graduates. In cooperation with guidance dept. a third follow up study was prepared. Response has been excellent. Date received effective. (12-3-5-1-5)

173. A need was evident in the Ind. arts dept. for outside help to evaluate the program. Had educators and an industrialist speak to dept. and evaluate program. Changes are taking place in dept. - moving away from general shop courses to gen. and voc. courses. (12-4-5-1-0)

174. Voc. teachers felt we needed to follow up 1964 graduates. Results show that many students don't complete the 4 year college program. Will encourage more marginal students to take vocational courses. (12-4-5-1-0)

175. Need to gather infor. about offices students will be placed in after graduation. Questionnaire mailed to businessmen. Results show program moving in right direction - updating equipment and making adjustments. (12-4-5-1-0)

176. Local bank would not take D.E. student, although bank pres. was on advisory committee. Meeting held to point out need and bank agreed to take student. (13-1-5-1-6)

177. Student was dismissed from training station without consultation by employer with coor. Conferences were held involving student, employer, coor., and admin. Student placed on different job and training station saved. (14-2-5-1-4)

178. Should credit be given for work experience and how much credit should be given? The curriculum committee is studying the issue. (14-3-5-1-8)

179. After lining up training stations for girls in clerical office occupations, girls changed their minds and didn't want to participate. Early identification of local attitude probably forestalled a serious problem next year. (16-4-5-1-6)

180. During a conference with the employer it was discovered the trainee was too friendly and talkative on the job. The coordinator conferred with the student and explained the situation. Student was able to make adjustment and later was hired on a full time basis. (17-1-5-1-6)

181. The employer was not paying a student the minimum wage for working beyond school hours. The coordinator explained the situation to the employer and he agreed to correct it. It is important to have rules and regulations in writing. (17-1-5-1-7)

182. The government offices in the community did not have funds to pay part time workers. The problem was to find out if this student could work without being compensated. It was approved and the student is enjoying her work very much. (17-1-5-1-6)

183. Visitation by U. professor to see school facilities, visit with administration, dept. heads, coordinator, guidance counselor regarding project. Program was evaluated as to effectiveness. (19-2-5-1-8)

184. Coordinator made calls on various business people. Was able to inform people of the new program - get information from them - and was able to speak to their specific situation. (20-4-5-1-0)

AREA V - COORDINATION - INEFFECTIVE

185. Some objection to community survey conducted by coordinator. Some felt it was like an outsider coming into your business to determine how you might improve it. Suggest need for member of steering committee to become actively involved in survey. Also, possibly an established faculty member could help. These people may be better accepted. (5-2-5-2-1)

186. A member of retail union appointed to advisory committee. This person found philosophy of cooperative program in conflict with union objectives. Felt that students should not be used part time when experienced employees were waiting to be called for part time work, and felt students were replacing experienced employees in market place. (6-4-5-2-4)

187. D.E. coordinator was not hired until late in summer. He was not able to obtain training stations for all the students. Some students did not have training stations when school began. Need to locate training stations throughout the year. (9-1-5-2-1)

AREA V - COORDINATION - NO ACTION

188. Request made to increase local coordinator's time for coordinating work from one period per day to two periods per day. Application approved. (3-4-5-3-7)

189. Some employers exploit students and use them as a cheap source of labor. Attempt being made to secure different training stations. (11-3-5-3-5)

190. Factory representative felt that the training a boy would receive in his factory in drafting would be best suited to a 12th grade boy rather than 11th grader. The older boy would best fit the needs of his company. (16-3-5-3-9)

AREA VI - CURRICULUM PLANNING AND DEVELOPMENT - EFFECTIVE

191. Commercial art will be introduced in the art curriculum for the 66-67 school year at the junior high level. (1-1-6-1-7)

192. Developing new course of study for the capstone course. Doing research and study - able to make up a course of study adaptable to community and section of state. (2-1-6-1-5)

193. Making plans to up grade present courses in ind. ed. and bus. ed. Established workshop with complete outline for each day. Very good results. (2-4-6-1-9)

194. Students interested in auto mechanics and waitress training. Contacted vocational school - drawing up contract for voc. school to conduct classes. Good results - 15 boys in auto mech., 13 girls in waitress training. (2-4-6-1-1)

195. Very little progress had been made in regard to a bus. ed. curriculum for 66-67. A joint meeting of the bus. ed. dept., admin., and coordinator was held to set up a vocational bus. ed. program. Result was the establishment of bus. ed. curriculum that would be vocationally approved and acceptable to everyone. (7-4-6-1-5)

196. Advisory committee was formed in the office occupations area to advise and assist teachers in planning course content and courses of study. Advisory committee also helped in follow up study of recent graduates. (12-1-6-1-3)

197. Meeting of vocational coordinator, principal and industrial arts staff to discuss making the metals course at the senior level a two hour program. The idea was accepted and put into practice for 1966-67 school year. (12-2-6-1-8)

198. The coordinator explained the D.E. program to the H.S. curriculum committee. Coor. kept committee informed through regular reports. This procedure helped to explain D.E. program to

other departments. (14-2-6-1-1)

199. Curriculum outline developed in five major areas. Meetings held with dept. personnel. Administration cooperation received. (15-4-6-1-0)

200. Since area has district headquarters for both conservation and forestry many students are interested in these fields. Area vocational school now offers a program in conservation; many students have been encouraged to go on to vocational school in conservation. (17-3-6-1-6)

201. Establishment of capstone courses with definite vocational and pre-vocational career objectives. Strengthening of non-vocational and general education objectives by revamping general business course and addition of a consumer education course. (19-1-6-1-8)

202. Clerical practice course introduced into curriculum for girls desiring office occupations but unable to pursue the secretarial (shorthand) course. Now these girls can continue with a second year of office training. (19-3-6-1-5)

AREA VI - CURRICULUM PLANNING AND DEVELOPMENT - INEFFECTIVE

203. Talk on commercial art by an art director to the art section of N.E. Wisc. teachers. Considerable opposition to intro. of commercial art at H.S. level. Nothing decided. (1-1-6-2-8)

204. No time was alloted for vocational program planning. The job was done mostly by department heads without extra compensation. The sequences were planned, but not to the satisfaction of everyone concerned. (1-4-6-2-0)

205. State requires seniors to take physical education. Co-op students required to take physical ed. 1 hour per week. Employers may not hire trainees because they come in 1 hour late on certain days. (4-3-6-2-7)

206. Not attracting qualified students to vocational programs. Involves a problem of credits. Presented need for curriculum change to asst. supt. in charge of curriculum to consider annual promotion as well as full credit. No action. (8-2-6-2-0)

207. State sup. visited classroom and in his report indicated the instructor spent too much time on attitudes and not enough on skills. Need to vary curriculum to meet needs of students. (11-2-6-2-0)

208. Felt a need to include bus. ed. as a part of related arts program on the 7th and 8th grade levels. Met with teachers and agreed with program. The board of ed. refused to act on the request for school year 66-67. (12-4-6-2-6)

AREA VI - CURRICULUM PLANNING AND DEVELOPMENT - NO ACTION

209. Need for more time per class period for students to accomplish what is necessary. With administrator's help a double class period is planned for students taking the capstone course in 1966-67. Won't know result until next year. (2-1-6-3-7)

210. Sales merchandising course had been a one semester course for seniors. Decided to make it a one year course for seniors. Also, teacher would attend D.E. institute in 66, study and examine committee survey, follow up grads, advisory committee recommendations and present nature of offerings and objectives. Summer and next school year are needed to observe results. (2-2-6-3-0)

211. Added machine operation course to regular machine class for low ability students. (3-1-6-3-4)

212. Disagreement between admin. and coordinator regarding the credit given for the cooperative on the job training. The coordinator stated that credit should be given and admin. felt that no credit should be given. Presently the issue is being studied by the curriculum committee. (14-4-6-3-0)

AREA VII - STUDENT SELECTION, GUIDANCE AND PLACEMENT - EFFECTIVE

213. Not enough D.E. candidates were signed up for summer school. A meeting was held of students who had signed up for basic business courses. About ten students were recruited from this group. (1-3-7-1-8)

214. LVC explained vocational programs to students on the junior high level. More students became aware of the program and signed up for vocational sequences. (1-3-7-1-6)

215. Developed plan for student to investigate his eligibility for participation in the program. Results indicated that students could accept responsibility for gaining admission to program. Real value was for those rejected. (2-3-7-1-4)

3

216. Research on students participating in program. Form developed indicating reasons for wanting program. (2-3-7-1-4)

217. Meeting held with instructors of each department to determine who should take capstone courses. Developed a good outline to follow and established better rapport with other instructors. (2-4-7-1-5)

218. Student under 18 when graduated from machine trades program. Enrolled in vocational school. (3-1-7-1-0)

219. Too few students counseled regarding voc. courses at 7, 8, 9th grade levels. Voc. counseling increased. Enrollment doubled in April, 1966. (3-3-7-1-8)

220. New machines for bus. did not arrive for the beginning of school. Instructor explained situation to students. Students worked diligently. When machines arrived, students made good use of them and used them during their free hours. (4-1-7-1-1)

221. Need to sell qualified seniors on capstone courses in voc. ed. Through help of guidance, teachers and successful students an adequate number of students enrolled in the program. (4-1-7-1-5)

222. Criteria established to determine fitness of students for placement in the office education program. (obesity was one reason for rejection) (4-2-7-1-0)

223. Wanted to use a battery of aptitude tests to assist in selection of program participants. Coor. sent for copies of various tests and also attended a workshop on the GATB sponsored by the WSES. Decided to use peg boards from the GATB and the Daley battery for the written mechanical aptitude and communication skill tests. (4-3-7-1-2)

224. Coordinator had students fill out an interest survey. Also presented talks to students in groups of 12 to 25. Students asked many questions and many indicated interest in programs. Need to carefully screen students that will be admitted to the program. (4-4-7-1-5)

225. During the 9th grade occupation unit, the program was presented and the GATB test was administered. The result was students made a better choice of courses for their 10th grade year. (7-3-7-1-5)

226. Counselors visited 10th and 11th classes to inform students about opportunities available in vocational education.

Resulted in students having a better idea of vocational education. (7-3-7-1-7)

227. Students who were interested in vocational education were being steered toward college if they had the ability. After meeting with guidance and administration and explaining the vocational program, students with vocational interests were encouraged to continue in their chosen career. (7-4-7-1-5)

228. Need for further selling to inform students about the voc. program. Assemblies for all students, teacher counseling and individual conferences were used. Student interest increased fall enrollments. (7-4-7-1-6)

229. Difficulty in setting up testing periods for Voc. counselor to counsel students. Students wouldn't show on Sat. morning. Tightened rules for participation, denying opportunity to those not willing to give time. Plan effective. (8-2-7-1-0)

230. A drafting student was called in by the counselor to explain to him his scores on the Kuder test. The student had done well on the test, and this convinced the student he had made the right career choice. (8-3-7-1-7)

231. On career day seniors visited plants and other businesses. They profited greatly from these visits. Pro-vocational students should be offered this opportunity so they could make better career choices and plans while in high school. (8-3-7-1-8)

232. Should be more liberal in allowing students to take D.E. I. For the senior year some of the undesirable students could be dropped. Might be one way of attracting qualified students. (8-4-7-1-5)

233. Survey made of bus. ed. students to determine interest in cooperative training program. 50 students interested. Immediate steps taken to initiate a program. (9-2-7-1-4)

234. By over stressing that college bound students cannot participate in the D.E. program, very few good students were attracted to the program. Plans on placing less stress on not encouraging college bound students to participate were made. (9-3-7-1-9)

235. Students that did not have an interest in D.E. were accepted into the program. Some of these students had to be dropped. New ones were selected with better attitudes and interest in D.E. Result was better effort on the part of all students. better class morale. (9-3-7-1-0)

236. Many high quality students had a desire to get into the cooperative training class in office occupations. Many of these students had to be turned away. Could have filled two classes. (9-3-7-1-0)

237. Many students think there is a stigma attached to voc. ed. Talks to groups of students were conducted to clear the misunderstanding. It was explained they could participate if they expected to go to college. (9-3-7-1-0)

238. D.E. coordinator wanted to inform the student body about the D.E. program. Sent one of his D.E. students into each junior homeroom. The publicity was tremendous and more students found out about the program. (9-4-7-1-7)

239. Girls were upset that they did so poorly on the DAT grammer and spelling sub tests. The counselor pointed out the need for study on language skills and their grades improved this semester. (10-3-7-1-7)

240. Battery of tests given to students after school and once on a Sat. morning. Those that missed the test were given an opportunity to make up the test. (10-3-7-1-6)

241. Teacher and students new to cooperative training method. Need for rapport between teacher and students. Students were encouraged to report all happenings to teacher. Improvement noted. (10-4-7-1-2)

242. A mother of one of the students became interested in her child's D.E. program. She studied the student's assignments. She applied for a sales job and is now working as saleswoman and taking courses in selling at the vocational school. (11-1-7-1-0)

243. Students noticed there had been shoplifting in some of the stores. Films were used and the employer worked with the students. Prompt service has cut down shoplifting. (11-1-7-1-0)

244. Coordinator stressed the importance of courtesy in dealing with customers. Many students used this technique and ended up getting raises and promotions. (11-1-7-1-0)

245. The president of the company noticed the D.E. trainee was doing extra tasks. For his hard work and good attitude the student was promoted and given a raise. (11-1-7-1-2)

246. An open house for seniors to explain opportunities available to them after grad. Talks were given in various areas. Seniors

felt the talks were helpful and could have been presented earlier in their high school career. (11-3-7-1-7)

247. Students with poor attendance records and morale problems were admitted into the program. Used individual conferences to work with these students. (11-3-7-1-7)

248. Students in office cooperative program wanted to form their own club. Drafted a proposal and submitted it to the principal. The idea was approved and the students formed club. (11-4-7-1-0)

249. The club wanted to honor mid year graduates. Member of the advisory committee provided luncheon, speakers, tour and a demon. on use of the telephone. (11-4-7-1-4)

250. Student was late to class and sometimes skipped class. A conference was arranged with student, parent, teacher and coordinator. Parents and student got a better understanding of program. Student now regular in attendance. (11-4-7-1-8)

251. Many senior girls used to take clerical practice because they realized they were about to end their schooling with no specific training for the future. Development of D.E. program will be a practical course for those students who make last minute decisions about their careers. (12-1-7-1-6)

252. The general aptitude test was administered to students to allow counselors to do a better job of advising students. Test results helpful in evaluating and counseling students. (12-2-7-1-7)

253. A feeling by voc. teachers and guidance staff that another vehicle is needed to guide their students. Adopted the GATB test. (12-4-7-1-6)

254. Initial organization of D.E. program did not provide for screening students. Teacher-coor. hired and he set up rigid screening standards for D.E. Feel high standards will pay off in operation of program. (13-3-7-1-0)

255. Attended meetings put on at junior high school in _____ concerning interviewing technique. Counselor gained knowledge of technique and is better prepared to advise seniors regarding employment. Materials distributed to 10th, 11th graders for discussion. (13-3-7-1-8)

256. Attended a meeting on apprenticeships for the construction trades. Panel gave a presentation on trades and apprenticeships. Used information frequently in counseling sessions with students. (13-3-7-1-8)

257. Details of D.E. program not adequately covered by curriculum handbooks given to students. Many questions asked of counselors. Counselors referred student questions to teacher coordinator who explained program in full. (13-3-7-1-7)

258. In order to develop proper student attitudes toward work, local businesswoman gave talks to the girls. As a result the girls looked forward to the program and the results it can achieve. (14-1-7-1-2)

259. Student worked for a service station in hopes it would become a training station in the fall. Service station operator moved away. Student secured another job and now plans to continue in the D.E. program at the tech. inst. (14-2-7-1-9)

260. _____has a closed campus and when the D.E. students got to leave early other students also wanted the same privilege. An explanation was made to the student bodyand the public. The result was a relief of pressures. (14-3-7-1-1)

261. A procedure needs to be developed to select participants for the D.E. program. Various tests and criteria were examined. It appears personal interviews, teacher recommendations and past achievements are as good as any. (14-3-7-1-5)

262. Because a student didn't report to work on time he was fired. Meeting held with employer - student assigned to a new training station and doing well. First training station saved. (14-4-7-1-4)

263. D.E. trainee didn't like her training station, was anxious to get out. Coordinator talked with job supervisor - found girl was not too successful. Student then became ill, dropped from the program. (14-4-7-1-4)

264. The coordinator prepared material and called a meeting of freshmen to explain vocational programs. This method gave the students and counselors a better idea of what vocational ed. could do for them. This could be done earlier so the

counselors can do a better job counseling. (15-3-7-1-8)

265. Enrollment in the vocational classes was not as great as expected for the 66-67 school year. A meeting of teachers and counselors was called to discuss the problem. (15-3-7-1-8)

266. The GATB test was administered to 274 students during a period of five months. This test takes a lot of time to administer, but is helpful. (15-3-7-1-5)

267. Student was too quiet. Coordinator explained to trainee that she should adopt a more friendly attitude. She made an effort to be friendlier, her attitude improved, and she is now taking advanced work at a voc. school. (17-1-7-1-9)

268. Students on cooperative programs have to forego work in order to attend special school activities. The coordinator talked to the admin. and they decided it was not necessary for students to attend assembly. Attitudes of students are good and enrollment is increasing. (17-1-7-1-7)

269. Some of the poor achievers in school became interested in voc. ed. They requested a refresher math course which was taught during the noon hour. Attendance has been good at the course. (17-2-7-1-5)

270. Many potential drop outs showed renewed interest after enrolling in vocational classes. This interest was reflected in improved work in their academic classes also. (17-2-7-1-4)

271. There was a need to inform students about careers. Field trips, speakers and vocational school instructors were used. Student attitudes changed toward vocational education. (17-2-7-1-0)

272. Students who were about to enter vocational classes had poor attitudes. A meeting of the teachers was held to see what could be done about the problem. Resolved to work on attitude problem. Result was improved student attitude. (17-4-7-1-7)

273. An assembly of all students was held to explain the D.E. program to the students. Not enough time to allow students to adequately make a career choice, but started them thinking seriously about future. (18-1-7-1-6)

274. An assembly held to explain vocational programs. Students interested in voc. programs were contacted. (some students dropped from coop. program might have benefited from program of participating experiences. (18-1-7-1-6)

275. The D.E. and T. & I coordinators explained their programs to the entire student body. The students now have a better knowledge of the programs before they get involved. (18-3-7-1-2)

276. A meeting of counselors, teachers, coordinators and interested students was held to explain the vocational programs. Group counseling and individual counseling was used. (18-4-7-1-2)

277. The high school vocational program attracted students who formerly attempted to enroll in already filled adult classes at the voc. school. (18-4-7-1-1)

278. Establishment of an FBLA chapter provided opportunity for students to participate in bus. oriented extra curricular activity. (19-1-7-1-7)

279. Formal and informal meetings of staff to discuss criteria for selection of students for D.E. program proved to be an effective communication. (20-1-7-1-8)

AREA VII - STUDENT SELECTION, GUIDANCE AND PLACEMENT - INEFFECTIVE

280. Guidance dept. administered the GATB test to 30 sophomore students. Results didn't warrant the time spent on administering test. Might be tests that are as valuable and not so time consuming. (1-3-7-2-0)

281. Several students requested information about program. Referred to coordinator. Coordinator in process of developing program and couldn't give specific factual information. Students lost interest. (5-3-7-2-4)

282. Film shown to soph. class. Orientation meetings held. Survey made to indicate interest in D.E. program - only nine students signed up - very disheartening. (6-4-7-2-8)

283. Impression vocational program was organized for non-college bound students only. After checking with state supervisor it was pointed out that in certain instances college bound students are allowed in the program. Original information should have made this clear. (7-3-7-2-9)

284. Students registered for a course in electronics were not suitable for the program. Course had been organized and ready to operate, but was dropped for lack of students. (7-3-7-2-9)

285. Students wanted to enroll in a vocational program. Parents were against the idea. Even after the counselor talked with

the parents, they still refused to leave their daughter enrolled in the program. (8-3-7-2-8)

286. Counselor tried to administer test to students during the 7th period. Was constantly interrupted with phone calls and other students. Needs a secretary to handle routine duties. (8-3-7-2-8)

287. School is located in an area where there is an emphasis on academic excellence. Coordinator tested and selected students for D.E. program. Even after an explanation to parents, they would not allow their child to be enrolled in the program. Need to change public image about D.E. (8-4-7-2-8)

288. Employers want students to report in a group for testing and interviewing purposes. Employer takes a long time to inform school if student will be hired. This delay causes placement problems. (10-3-7-2-0)

289. Present testing schedule misses many students. Need for a new program in testing. Some students are in program without being tested. (11-3-7-2-6)

290. Instructor given final approval of student applications for D.E. I course. Many students who need the training were eliminated. Too few students selected - program too restructive. (13-2-7-2-0)

291. Students who wanted particular courses in ind. arts were required to get permission of instructor before being accepted for the course. Classes quickly filled. Some students turned away. Policy changed. (13-2-7-2-7)

292. A questionnaire was filled out by all the students to help the school determine the vocational interests of the students. The answers provided were not of much help in anticipating enrollment in vocational classes. (15-2-7-2-5)

293. Student orientation problem: lack of student counseling and ineffective programing for voc. ed. areas. Not enough time allowed for contact. General interest lacking in promoting Voc. ed. during student counseling time. Cool reception of philosophy by admin. (15-4-7-2-7)

294. Some vocational schools require the ACT test for students before they will accept them. The conclusion reached by this counselor is that one half of our classes will once again be without training. (17-3-7-2-0)

295. An attempt was made to adopt the GATB test. It was impossible for the counselor to administer the test during the time he had available. The WSES did not have time to administer the test. (17-3-7-2-2)

296. When the D.E. and T & I programs were approved, students had to be re-programed into these classes. Many were not sure what these programs entailed. This caused confusion. (18-2-7-2-8)

297. It was difficult to get enough qualified students to take woodworking I. Attempts to recruit more students ended in failure. May not have a high calibre of student in class. (18-3-7-2-5)

AREA VII - STUDENT SELECTION, GUIDANCE AND PLACEMENT - NO ACTION

298. Students not up to standards required for voc. program. Low I.Q., poor math, poor in drafting. Shop math class developed for 66-67. Drafting developed to a greater degree at jr. high level. (3-1-7-3-0)

299. Local dealer approached coordinator about a student who would be interested in receiving on the job training for a period of 36 months to become an auto mechanics would create more interest in this area. (5-4-7-3-8)

300. A sheet with basic information about student qualifications for vocational programs was given to each student. The idea is to keep the quality of students high in these programs. Results will not be noted until fall. (7-4-7-3-3)

301. A need for a voc. aptitude test. Conference with guidance director and WSES representative. Selected GTAB after much discussion. (12-3-7-3-4)

302. Discussion concerning career days program in 66-67. Possible modification to accomodate vocational program. (13-3-7-3)

303. Student questioned geometry being pre-requisite for drafting course. After explanation of concepts involved, student enrolled in geometry. (16-3-7-3-8)

APPENDIX C

This appendix contains a description of the Critical Incident Technique, Instructions to Respondents, and the Incident Report Instrument. The instrument was explained and presented personally to each respondent by one of the investigative staff.

CRITICAL INCIDENT TECHNIQUE *

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and prediction to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Certainly in its broad outlines and basic approach, the critical incident technique has very little which is new about it.....perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analysing and synthesizing such observations under more carefully controlled conditions.

In order that the final list of job requirements be valid, it must necessarily be based on data representing not the opinions or beliefs of the members of the group, but their actual experiences in the form of reports of behavior which led directly to the success or failure of the individual on important parts of the job. It is important that these behaviors be identified by those who describe them as especially effective or ineffective according to their own standards, not those of any outside person or group; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested. For these reasons the Critical Incident Technique requires that reports of critical incidents be confined to descriptions of what actually occurred, leaving out inference or interpretation.

* Flanagan, John C., Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique", Psychological Bulletin, Vol. 51, July, 1954.

INSTRUCTIONS FOR RESPONDENTS

This study is an attempt to gather information that will be helpful in preparing effective vocational teacher coordinators. With an expanding program of vocational education the need for well trained and qualified personnel is of great importance. Because you have contact with a participant of the special summer vocational institute conducted at the University of Wisconsin and the vocational pilot program developing at your school your observation can be most helpful. Through the collection and study of a large number of observations we can identify certain desirable outcomes, procedures or patterns.

Routine tasks that are performed by the coordinator are not especially meaningful for this study. It is the exceptionally successful or the especially unsuccessful practices or procedures we desire to uncover.

The description of an incident should be accurate, detailed and describe a single specific situation. To help you write about an incident the following points are given:

An incident of successful or unsuccessful practice should tell:

1. What were the circumstances leading up to this practice?
2. What action was taken?
3. What was the result of the action?
4. Approximately when did this incident occur?

These incidents can be about anything in the development of the vocational program, the vocational courses, or anything else as long as it involved the vocational program, or vocational coordinator and was an important, specific incident.

This information will be confidential in nature. You are asked only to provide the specific information on the incident report sheet. Neither your name nor the name of the program will appear anywhere on the reports.

This study is being conducted by the University of Wisconsin under a Grant from the U. S. Department of Health, Education and Welfare, Office of Education.

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INCIDENT REPORT

The attached sheet explains the purpose of these reports, and indicates how they will be used. Remember, our interest is in those practices which have been especially successful or unsuccessful.

Please describe in the space below a specific incident you personally observed in connection with the Vocational Program. Explain as clearly as you possibly can.

1) What were the circumstances leading up to this incident or situation?

2) What action was taken?

3) What was the result of the action?

4) When did this incident occur?____________________________________
(State month of year or approximate date)

Check one: _____ This practice is effective

_____ This practice is not effective

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